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1922

THE BEGINNER'S
ENGLISH BOOK

—NOLIN



Class PE 112.8

Book N6

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THE BEGINNER'S ENGLISH BOOK

FOR THE USE OF
ADULT STUDENTS

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Pittsburgh

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PREFACE.

The object of this book is to present in convenient form matter for teaching adult foreigners the constructions of English sentences and for teaching them at the same time an English vocabulary of the kind required by beginners.

There being no necessary logical arrangement, the chief usages of English speech are presented in the order that seems best adapted to the requirements of teaching. The matter of the book has been arranged so that each lesson shall introduce only one new feature, apart of course from new words, and at the same time shall repeat, in forms varying to meet the requirements of drill, words and constructions previously learned.

The thought expressed by the English sentences used in the first two parts of the book can be readily communicated to the pupils by the use of objects, gestures, motions, and signs, and always should be so communicated when being presented for the first time. In the early stages of the instruction many of the most important processes of learning oral and written speech must of necessity take place in the presence of the teacher and under her immediate observation and control. While these are going on, however, the teacher need utter no words, and indeed should utter none, except what are required to make the original utterance of the English phrase or sentence that is being taught, and except what are necessary afterward to repeat it from time to time at the proper moment in order to correct the learner's pronunciation and to reinforce his new impression. If the recitation is rightly conducted, no talk by the teacher is ever required to arouse interest or hold attention. Oral explanations and suggestions made

while the main objects of the lesson are the center of attention may be dispensed with altogether; and if offered, they usually come as a distraction and a distinct hindrance to learning. But the zealous teacher particularly, although she may know this, often finds it difficult to refrain from attempting such assistance. So important is it, indeed, to avoid diverting and confusing the learner's attention at this time that the lack of a convenient medium of oral communication between the teacher and the learner seems to be, on the whole, not a hindrance, but an aid to teaching; it helps to keep the teacher quiet while these important learning processes are going on, and results in allowing the learner's attention to be riveted to the thought and English expression alone. Accordingly the direct route to the end aimed at in the first stage of the instruction is through thought suitable to teaching, exhibited by means of concrete acts without comment.

In the matter of the selection of words, the aim has been to present the necessary elements of vocabulary that are common to all kinds of discourse rather than to introduce an elaborate array of special nouns and verbs, for which the beginner is sometimes supposed to have an immediate and urgent need. The book is intended to lead up to and make a slight beginning at using continuous discourse, written and oral, as a means of further study of English. The first two parts, which are preliminary to the use of continuous discourse, can be learned in a comparatively short time, say from six weeks to two months. Consequently it has been thought best not to overstress nouns and verbs at the expense of relational words. It is interesting and worth while in this connection to recollect that while relational words are only a comparatively small part of English vocabulary, yet of all the words found in a given piece of ordinary

English discourse, relational words constitute something like sixty per cent of the whole. And there is of course no such thing as adequately comprehending the commonest kind of such discourse without understanding them. Moreover there seems to be no way to effect a speedy preparation for the use of continuous discourse by the learner except through a prompt presentation of at least the rudiments of the relational elements of the language.

The ideas of teaching which these lessons attempt to express are a result of the experience of some six years occupied with teaching beginning English to adult foreigners. In the introductory chapter will be found some detailed observations in the form of suggestions for teaching the lessons. These suggestions are put in concrete and specific terms for the sake of clearness and brevity, and in the hope that, thus expressed, they may in a measure take the place of a class-room demonstration from which the reader may draw his own particular conclusions about methods of teaching. There is no intention of insisting upon as essential all of the details of the teaching procedure illustrated. It is a fact, however, that lessons arranged on the plan of this book do afford a speedy and effective introduction to the use of continuous discourse, and without requiring any special gift for teaching, enable the teacher to hold interest and attention and to keep them fixed where they do most good. Even pupils who are permitted to continue their study of English in school for only a short time take with them when they leave a benefit from the fact that they have been taught systematically in the manner required by such lessons as these. For afterwards, when they come to learn a new sentence or sense-group or word by their own efforts without the assistance of a

teacher, they are able to go about it intelligently; they easily and naturally, without any thought about it, attend to significant distinctions and make useful discriminations in the act of learning that would have escaped them, if their brief instruction had not been systematic and methodical in the sense suggested.

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INTRODUCTORY NOTE FOR THE TEACHER.

SOME SUGGESTIONS OF AN EXPLICIT KIND FOR TEACHING THE FIRST LESSON.

The teacher, having on the table the objects mentioned in the first lesson, takes a pencil in her hand, and without releasing it, places it successively on the book, into the book, beside the book, and under the book, thus communicating to the pupil without ambiguity very simple and very definite pieces of meaning. At the proper moments as she does so, the teacher utters the appropriate English phrases, 'on the book,' 'into the book,' and so on, clearly, distinctly, and so far as is possible with the same voice qualities (such as quantity, stress, and intonation) as though the utterances were parts of continuous discourse. The teacher then repeats this performance several times, in order that the pupils may have ample opportunity to listen to the teacher's utterances and to observe the movements of her speech organs. In repeating the phrases the teacher should be careful to make the utterances the same each time (a difficult thing to do) so as to reinforce the original impressions and not confuse the pupil. She then uses other objects, but not many, to teach similar phrases, indicating the meaning and uttering the phrases as before, until the class has had ample opportunity to grasp the general senses that run through all the phrases mentioned in the lesson.

At this point of the instruction the teacher, returning to the first phrase, indicates the meaning and utters the corresponding English phrase as she did at the beginning. Then, giving the direction by gesture, she indicates to one of the class (*not to all*) that he shall utter the phrase. It is important that the teacher

should give the directions by signs, and not orally as by using the word 'say,' because almost invariably the beginner will give back the whole of what he hears. Besides, the variation serves no purpose and comes as a distraction to the beginner.

The consciousness of a learner *in the act of learning* is a delicate thing, and can tolerate little disturbance. Whatever assistance the teacher may offer must be given delicately and with deft precision.

After a little practice at listening to phrases and reproducing them, the class is ready to attack a complete sentence. As a preliminary, the teacher teaches them her own name in some such way as this: pointing successively to two or three members of the class and pronouncing their names at the same time, she then points to herself, and pronounces her own name, 'Miss ——.' Then she lays a pencil on the book and removes her hand. *After* removing it, she utters the complete sentence, 'Miss —— put a pencil on the book.' As she finishes the utterance, she indicates by a gesture to the first pupil that he shall reproduce it; then to the second, and so on around the class. If some member of the class, failing to make a satisfactory response, hesitates too long or gropes around for words, the teacher should repeat the sentence for him at once.

This is no place to discuss the psychology of the learning process, but for the teacher here to ask some question, or make some explanation, or do anything else than simply to renew and reinforce the learner's imperfect impression by a prompt repetition of the sentence is a waste of time and worse. As has been wisely observed long ago, "To every thing there is a season, and a time to every purpose under the heaven: . . . a time to rend, and a time to sew; a time to keep silence, and a time to speak." (*Eccles.*)

After the class has learned a few complete affirmative sentences in this way, the interrogative sentence 'What did Miss —— do?' is taught. The teacher presenting the meaning of the affirmative sentence in the manner above described, follows the motions and signs by the words, 'Miss——put a pencil on the table. What did Miss——do?;' inviting by a gesture an answer from one of the pupils, the teacher continues: 'Miss —— put a pencil on the table.' The pupil addressed responds readily with the answer 'Miss —— put a pencil on the table.' The teacher then again utters the question 'What did Miss —— do?' (with a gesture directing the pupil addressed to ask the question to the next pupil). This elicits a repetition of the words spoken, and at the same time teaches him that he has asked a question.

The chief reason for teaching the interrogative sentence at this early stage is that it may be used in recitations as a means of passing affirmative sentences from one pupil to another.

After several affirmative sentences have been thoroughly taught, the teacher develops one of the sentences again, in the same manner as originally, for example, 'Miss —— put a book on the table,' and has all the members of the class reproduce it orally in turn. Then reinforcing once more the new impression, she again utters the sentence, 'Miss —— put a book on the table,' and by gesture indicates that all the pupils are to write it on the blackboard.

The teacher may not know whether all the pupils can write or not. She should waste no time, however, in trying to find out, but should assume that all can write. Many will in fact make a fair attempt from the start. After a few lessons, as experience shows, most of the others will be found to be writing in a satisfactory manner. It is a waste of time to show the pupils the written or printed form of the sen-

tence before having them attempt to write it. Whatever assistance may be called for can readily be given to the individuals who need it. As the pupils are writing at the board, the teacher passes along and without speaking makes corrections. For those who are not writing and who know the alphabet, but lack the courage to try the spelling, she writes 'on the book', uttering the phrase after it is written, and leaves them to copy it. For those who do not know the alphabet, she draws the conventional writing lines, and on them writes the loop letters, b, f, h, k, and l, leaving the pupils to copy these. After sufficient time has been given for all to write, the teacher (adhering to the practice of confining oral directions to the briefest) utters no more than the words, 'Erase, turn.'

The writing lesson for that sentence is now ended. Whatever shortcomings the writing may have disclosed will be dealt with at another time. In a few days most of the pupils, in one way and another, will make up their deficiencies in writing themselves with only incidental assistance from the teacher. But for the present the lesson goes on to other exercises, and all attend.

The teacher utters the sentence again for the purpose of reinforcing the learners' mental impression, and giving her directions by gesture in the usual way, has each pupil in turn reproduce it orally.

In the case of classes that learn readily, it is sometimes admissible to develop and teach in the same way a few sentences in addition to those given in the book, using for the purpose the same and other objects, and thus extend the learners' experience. No additional sentence constructions, however, and no new relational words should be used at this time.

After the class has had sufficient practice at listening to sentences and reproducing them orally, the teacher reads the corresponding lesson in the book

aloud to the pupils, who follow the reading with their books open.

Next the pupils are left to study for awhile as they please. Afterward the teacher reads the lesson to them again. Later each pupil reads aloud as many sentences as time permits. If anyone should read too laboriously, he is not permitted to continue, but waits for more study and more oral and written drill.

Word by word reading must not be tolerated. The pupil's reading should approximate proceeding by sense-groups and sentences as natural speech does. In this way the pupils begin to acquire the natural swing and rhythm of the language, so important for many reasons.

Nor can concert work, as a short cut or sort of mass-instruction, be used with profit at this time, if at any time. The reasons are obvious. To mention faulty utterances only: one pupil fails to reproduce the sounds that have been presented to him, because he did not hear them correctly—perhaps he has not yet learned to distinguish the minute sound differences involved; another fails because, although he received the correct sound-impression, he has not succeeded in adjusting his speech organs rightly. But with whatever result the utterance is made, whether rightly or not, both the pupil himself and the teacher should hear it. If the pupil is successful, he has the sound of his own voice as an added factor in helping to fix the new utterance. And if he fails, both must hear distinctly, in order that together they may make the correction at once, when it is most needed and can be made with greatest effect. It is, besides, a saving of time to stop the formation of wrong speech-habits at the earliest moment. Concert work is a positive bar to these good effects as well as to others.

To state again in outline the teaching procedure suggested :

1. The teacher expresses appropriate meaning by the use of objects, motions, and signs.
2. She utters an equivalent English sentence, clearly, distinctly, and naturally.
3. Each pupil in turn reproduces the English utterance.
4. The teacher again utters the sentence.
5. All the pupils write the sentence on the blackboard.
6. The teacher makes corrections in writing.
7. After all have erased the sentence from the blackboard, the teacher utters the sentence again.
8. Each pupil reproduces the sentence orally.
9. After all the sentences have been so presented and taught, the pupils open their books for the first time, and listen while the teacher reads the sentences from the book.
10. The pupils in succession read the sentences from the book.

SUGGESTIONS FOR TEACHING THE SECOND AND THE FOLLOWING LESSONS IN PART ONE.

In order to enable the pupils to add the English equivalents of the ideas, 'long' and 'short,' to what they have already learned, the teacher takes a long pencil in one hand and a short pencil in the other, and after letting them see her compare the lengths of the two pencils by holding them together, holds up the long pencil and utters the phrase, 'a long pencil;' then holding up the short pencil, she utters the phrase, 'a short pencil.' She does not utter

merely the words 'long,' 'short' alone, and she spends no time in elucidating the meanings of these words as words, but without discussion or comment of any kind, she puts the long pencil into the long box and then utters the complete sentence, 'Miss —— put a long pencil into the long box.' Here, as generally, in uttering the sentence, she is careful to make the utterance correct as a whole. She makes no separation of words in the sentence, but runs them together in succession as syllables in a word, using intonation, pause, and stress to distinguish sense-groups and to express the natural emphasis required in the sentence.

The teacher then drills the class on the sentence in the manner set forth in detail and outlined in discussing the teaching of the first lesson. All the rest of the sentences in the second lesson are taught in the same way.

So, substantially, are taught all the lessons in the book.

SUGGESTIONS FOR TEACHING THE LESSONS IN PART TWO.

The method of procedure for teaching Part Two is in the main the same as that used in teaching Part One. Here, however, the use of objects, motions, and signs to convey meaning is gradually discontinued. In this part of the book verbs are an important part of the study. The distinctions of person and number require no comment here. The uses of tenses are taught, not formally, but by means of examples, and with them the use of time expressions. In accordance with the suggestions previously made about conveying meaning without the distraction of oral explanations by the teacher, the distinctions of time may be conveniently taught by using the calendar.

In this part of the book some of the lessons have printed with them lists of verbs, marked 'Reference matter for the learner.' Each of these lists the pupil

will attempt to use only after he has been taught the practice exercise that accompanies it; he can make no profitable use of it before.

At this stage of the learner's experience, letter writing is a useful exercise. Accordingly a specimen friendly letter is printed in the book. The learner will compose letters himself, using the specimen merely as a pattern.

SUGGESTIONS FOR TEACHING THE LESSONS IN PART THREE.

THE FIRST FABLE.

After the pupils have studied the fable for awhile in their books, the teacher, without discussion or comment, reads it to them, while they follow the reading with their books open. Next each pupil reads the entire fable aloud. The teacher makes no interruptions except to correct pronunciation.

The pupils will not yet have succeeded in understanding all of the meaning. What their deficiencies are the teacher will be able to judge pretty well from her knowledge of what they have already learned in the preceding lessons, from the questions they ask, and somehow from their general behavior during the oral reading.

In order to assist them further with the meaning, she sends all to the blackboard and dictates sentences to them. The first sentence or two, improvised at the time or previously thought out and containing some difficult word or construction found in the lesson, should have no connection in meaning with the text, and should be the simplest the teacher is able to invent. In this particular text the phrase, 'was carrying,' will probably be the first difficult thing. So the teacher may dictate some such sentence as this: 'John was carrying his book home to read it to his brother.' This sentence

and all others used for this purpose she teaches as thoroughly as any in the previous exercises, following the ordinary method of procedure, always ending with the oral reproduction. After giving one or two sentences unconnected in meaning with the fable, the teacher gives a sentence that is related in meaning and construction with the text. Sometimes she uses the very sentence in which the difficulty occurs.

After sufficient drill of this kind, the pupils are once more permitted to study the fable. A few minutes later the teacher reads it aloud to the class, who with their improved understanding of the text are now eager to listen. Since the utterances of the teacher are the learner's models of expression, beginners receive much benefit from hearing the teacher read continuous discourse with the meaning of which they are familiar. Each pupil is now required to tell the fable in his own way, the others being permitted to study in the meantime. The teacher does not interrupt the pupil while he is telling the fable. If his reproduction proves unsatisfactory, he is permitted to study more and try again at a later time. Such an opportunity, if needed, the pupil himself almost always requests. After the pupils have all told the fable, each writes it on paper. It may be here stated generally that all these exercises connected with the learning of continuous discourse are found to be intensely interesting to the pupils, and no lack of attention is ever encountered.

All of the other lessons in Part Three are taught in substantially the same manner.

PHONETICS.

Instruction in phonetics, of necessity, will be quite rudimentary; no formal lessons will probably be given. But the teacher should make every effort in her power to secure correct pronunciation from the start, and should herself have as much knowledge of phonetics as possible in the background. But it is believed that pronunciation is best taught by the teacher's making careful utterances, being careful at the same time to make them *natural* utterances, and by her insisting on the pupil's making substantially correct reproductions a sufficient number of times to establish them, accepting from the very start no slipshod results. In various places throughout the book, but particularly at the beginning, some of the words and phrases used have been put in specially on account of phonetic considerations. Examples of these in the first lesson are the words *bottle* and *pan*, *pen*, and *pin*.

When listening and observation fail to enable the learner to make the proper adjustments of his speech organs, the teacher must resort to some more detailed instruction. Sometimes a rough diagrammatic sketch on the blackboard is enough to help the learner over the difficulty. For example, a few lines may be drawn to picture the mouth wide open in pronouncing the vowel of the word *pan*; the lines may diverge less to picture the mouth a little more closed as in pronouncing *pen*; still less, to illustrate the position for uttering the vowel in the word *pin*. The most important thing, however, is that both teacher and pupil persevere at some kind of practice exercise until the difficulty is removed.

Different racial groups have their own peculiar difficulties. Alliterative nonsense sentences may sometime be used in removing these. A few are printed below.

th

There are three trees in the garden.

You cannot sew that thin cloth with that thick thread.

Thirty-three thirsty thrushes thrust their heads through the bushes in the thicket.

My mother's other brother has a broader board.

h

Hannah has Hattie's hood in her hand.

Hurry home, Harry, Henry has his horse here for you.

w

What a white woolen waist Wilda wears!

Why will William and Walter wait at the window?

f v

He paid five dollars for his fife.

tle

Little Myrtle Riddle put a griddle in the middle of the table.

ter

Peter, the butter is better, but the water is bitter.

s s(z)

This is his business.

-ing -ink

I think he will bring that thing and fling it over the brink.

Voiceless consonants followed by -ed

They watched and walked and talked, and talked and walked and watched.

INTERROGATIVE SENTENCES.

Interrogative sentences are an important form of discourse, and present special difficulties to the beginner, who finds his main difficulty in forming a question himself, not in understanding one that is asked by somebody else. The teacher should see that the pupils have daily drill in asking questions as well as in answering them. In exercises devised for this purpose, after a question has once been formed no deviation in the form of it should be permitted at that time; and the teacher will make sure that all answers are given in complete sentences. A reason for adhering to the form fixed upon is that deviations are bewildering to beginners to an extent hard for an experienced person to appreciate. Besides, one form of question is as much as beginners can profitably attempt to learn at one time.

SUGGESTIONS FOR DRILL IN THE USE OF INTERROGATIVE SENTENCES.

1. Teacher to John (indicating at the same time by gesture that John is to ask the question to Henry): What is your name?

John to Henry: What is your name?

Teacher to Henry (indicating by gesture that he is to answer John): My name is Henry Black.

Henry to John: My name is Henry Black.

By gesture the teacher directs each pupil to ask the question to the next pupil, until all have both asked and answered the question.

Other questions for practice of this kind:

Where do you live?

What is that? (pointing to an object)

Why do you come to school?

What is the name of this school?

2. After placing a box and a number of smaller articles on the table, and as she indicates by gesture that John is to ask the question to Henry, the teacher says: What shall I put into the box?
John to Henry: What shall I put into the box?
Teacher to Henry (as she indicates that he is to answer John): You may put a pen into the box.

Henry to John: You may put a pen into the box.

The teacher indicates that each in turn is to ask the same question to Henry until each pupil has put something into the box.

Other questions for use in the same way:

What shall I do?

Where shall I put my book?

When shall I come?

What shall I tell her?

3. Teacher to John (after giving him a book, and as she indicates by gesture that he is to ask the question to Henry): Did Miss —— give me a box?

John to Henry: Did Miss —— give me a box?

Teacher to Henry (as she indicates that he is to answer John): No, she did not give you a box, but she gave you a book.

Henry to John: No, she did not give you a box, but she gave you a book.

The teacher indicates by gesture that the question and answer are to be passed from one member of the class to another, until all have asked and answered it.

Other questions for use in this way:

Did Miss —— speak to him in the Greek language?

Ans: No, she did not....., but.....
English language.

Do you sit at the end of the table?

Ans: No, I do not. , but. side of the table.

4. Teacher to John: What time is it?

John: It is 8 o'clock.

Teacher to John: Ask Henry what time it is.

John to Henry: What time is it?

Henry: It is 8 o'clock.

Teacher to John: Tell Henry to ask Mary what time it is.

John to Henry: Ask Mary what time it is.

Henry to Mary: What time is it?

Mary: It is 8 o'clock.

Teacher to Henry: Tell Mary to ask Jane what time it is.

Have these questions passed to all the members of the class, in the same manner.

Other questions for use in this way:

Where did John buy his book?

Where did Bessie put the box of pencils?

Who came in just now?

These exercises have been found of great value. They easily keep the attention of all the class centered on the precise point of difficulty, afford variety enough to hold attention, and at the same time leave the teacher free to attend solely to the matter of making prompt verbal corrections in the language used by the pupils.

SUGGESTIONS FOR FURTHER EXERCISES AFTER THE BOOK
HAS BEEN COMPLETED.

There should be much reading aloud of continuous discourse upon a variety of subjects, in order to widen the vocabulary.

The pupils should be required frequently to prepare papers and to give short talks on subjects previously assigned.

Conversational exercises may now for the first time, it is believed, be used to advantage.

Practice at writing sentences from dictation and making oral reproductions should be continued. The sentences used may be much longer and harder than heretofore, and several may be given together as a bit of continuous discourse.

Material for study may be given in the form of lists of words. But words must be given in their simplest forms, in order that the pupils may easily find the meanings in their Foreign-English dictionaries. The pupils should make both oral and written sentences, from derivatives as well as from the words given in the lists. Meanings of words should still be taught by using them in sentences, and not by means of verbal explanations.

ALPHABET

A a B b C c D d E e F f G g H h I i
J j K k L l M m N n O o P p Q q R r
S s T t U u V v W w X x Y y Z z

NUMERALS

0	1	2	3	4
naught	one	two	three	four
5	6	7	8	9
five	six	seven	eight	nine

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

b f h k l d p t

a d g q b o r w

bat hot hit hut

far for fir fur

PART ONE

LESSON I

ON THE BOOK, AND OTHER PHRASES

on the book	under the book
on the box	under the box
on the bottle	under the bottle
on the basket	under the basket
on the pan	under the pan
on the table	under the table
into the book	beside the book
into the box	beside the box
into the bottle	beside the bottle
into the basket	beside the basket
into the pan	beside the pan

1. What did Miss Miller do?
Miss Miller put a book on the table.
2. What did Miss Miller do?
Miss Miller put a pencil into the box.
3. What did Miss Miller do?
Miss Miller put a paper under the box.
4. What did Miss Miller do?
Miss Miller put a pan beside the box.
5. What did Miss Miller do?
Miss Miller put a pan, a pen, and a pin into the box.

How do you do?

6. What did Miss Miller do?

Miss Miller put a book and a pan on the table beside the box, and a pencil and a pen on the table beside the basket.

LESSON II

ADJECTIVES

big	long	black	red
little	short	white	green

1. What did Miss Miller do?

Miss Miller put a long pencil into the long box.

2. Miss Miller put a short pencil into the short box.

3. Miss Miller put a little nail on the table beside the box.

4. Miss Miller put a little black book under the little white paper.

5. Miss Miller put a red pen, a green book, and a white box beside the basket.

6. Miss Miller put a little box on the table, a long pencil into the box, and a short pencil under the box.

Good morning.

7. Miss Miller put a long white box on the table and a short green pencil into the box.
8. William put a short red paper under the little blue book and a long white paper under the green book.
9. John put a short pencil beside the big basket, a long white pencil into the white box, and a short red pen into the book.
10. Mary put a big box on the table, a little box on the chair, and a little basket on the window-sill.
11. Jane put a little red book on the table beside the green book and a long box on the table under the green book.

LESSON III

A PIECE OF

a piece of paper	a piece of cloth
a piece of string	a piece of rubber
a piece of wood	a piece of wire
a piece of glass	a piece of coal
a piece of leather	a piece of tin

1. What did Miss Contis do?
Miss Contis put a piece of wood into the box.

Good afternoon.

2. Mr. Vanos took a piece of paper from the basket on the chair.
3. Mr. Sotos took a piece of glass and a piece of string from the window-sill.
4. Mrs. Mito put a piece of cloth into the box and a piece of rubber into the basket.
5. Henry put a piece of paper and a piece of string into the big box.
6. Peter put a piece of coal on the piece of paper and a piece of wire on the piece of cloth.
7. Rose put a piece of glass on the chair beside the table and a piece of tin on the chair beside the window.
8. Mary put a piece of cloth under the book, a piece of leather into the book, and a piece of string on the book.
9. John put a piece of rubber and a piece of wire on the chair, and a piece of cloth and a piece of leather on the window-sill.
10. Jane put a piece of coal and a piece of wire into the long box on the table, and a piece of paper and a piece of glass into the little white box on the chair.

Good evening.

LESSON IV

PERSONAL PRONOUNS

I put

You put

He put

She put

We put

You put

They put

1. I put a little bottle and a green pencil beside the little red book.
2. You put a little white paper under the box.
3. He put a short pencil, a long box, and a little basket under the table.
4. She put a red pencil and a short pen into the green book.
5. We put books on the table.
6. They put pans, pens, and pins on the table.
7. We put pencils and papers on the table, and they put pens into the box.
8. He took a piece of glass, she took a piece of tin, and we took pieces of paper.

Good-by.

9. I put pins into the pan, and you put pens into the box.
10. You put a pen on the table, and they put books on the table beside the pen.
11. He put a little red paper under the book, and she put a big white paper on the book.
12. They put little white boxes on the table, and we put little pencils into the little white boxes.
13. I put a little red book on the table. You put a little green book on the little red book, and she put a little box on the little green book.
14. We put pieces of rubber and pieces of tin into the box on the chair, and they took two pieces of rubber and one piece of tin from the box.

LESSON V

A PIECE OF COTTON CLOTH

a piece of cotton cloth

a piece of woolen cloth

a piece of silk cloth

a piece of linen cloth

a long piece of cotton cloth

a long piece of blue cotton cloth

Excuse me. Certainly.

1. Take a piece of cotton cloth from the basket on the table.
What did you do? (I took)
2. Give a piece of silk cloth and a piece of woolen cloth to James.
What did you do? (I gave)
3. Take a piece of linen cloth and a piece of cotton cloth from the basket on the chair.
4. Take a short piece of woolen cloth and a long piece of silk cloth from the table.
5. Put a long piece of white cotton cloth and a short piece of blue woolen cloth into the long white box.
6. Put a short piece of red silk cloth into the box on the chair and a piece of green linen cloth into the little basket.
7. Put a piece of blue woolen cloth, a piece of red woolen cloth, and a piece of black woolen cloth into the big basket.
8. They took little pieces of blue cotton cloth from the box and little pieces of red cotton cloth from the basket.
9. She put long pieces of silk cloth into the box beside the basket and short pieces of red cotton cloth into the box beside the book.

Thank you. You are welcome.

10. John took long pieces of white cotton cloth and short pieces of red cotton cloth from the basket on the table.

LESSON VI

TIN BOX, WOODEN BOX, PAPER BOX

1. Put a long piece of cotton cloth into the tin box on the chair.
What did you do?
2. Take a short piece of blue woolen cloth from the big wooden box on the table.
3. Put a little piece of green linen cloth into the long paper box, and put the paper box on the table.
4. Put a piece of tin into the tin box, a piece of wood into the wooden box, and a piece of paper into the paper box.
5. Put a long piece of blue woolen cloth into the tin box and a short piece of red paper into the wooden box.
6. Put a tin box, a paper box, and a wooden box on the chair beside the table.
7. Put a long piece of string into the tin box, a short piece of wire into the wooden box, and a little piece of glass into the paper box.

I am glad to see you, John. How are you?

8. Put the tin box on the table, the wooden box on the chair beside the table, and the paper box on the floor beside the chair.
9. Take a short piece of blue string from the little tin box, a piece of red cotton cloth from the long paper box, and a piece of leather from the big wooden box.
10. Put the tin box on the table, the wooden box on the chair, and the paper box on the floor; then put a pan into the tin box, a pen into the wooden box, and a pin into the paper box.

LESSON VII

ON THE END OF THE TABLE

on the end of the table

on the side of the table

on the corner of the table

in the center of the table

1. Put the tin box on the end of the table.
What did you do?
2. Put the basket and the wooden box on the side of the table.
What did you do?
3. Put the bottle and the paper box on the corner of the table.
4. Put the pan in the center of the table.

I am well, thank you. How are you?

5. Put a book on the end of the table and a pencil on the end of the book.
6. Put a little pencil on the side of the table beside the green book.
7. Take the book from the end of the table and the pen from the side of the table.
8. Take the piece of tin from the end of the table and the piece of wire from the side of the table.
9. Put a little piece of glass into the tin box on the end of the table and a piece of coal into the basket in the center of the table.
10. Put a book under the wooden box on the side of the table and a paper box under the book in the center of the table.
11. Put a pan into the wooden box on the end of the table, a pen into the paper box on the side of the table, and a pin into the tin box in the center of the table.
12. Put a box on the end of the table beside the little red book and a basket on the side of the table beside the big green book.
13. He took a piece of leather from the basket on the side of the table, and she took a piece of glass from the tin box on the corner of the table.

What time is it? It is ten o'clock.

14. Put a long piece of blue cotton string into the paper box on the corner of the table, and a piece of glass into the tin box in the center of the table.

LESSON VIII

PUT IT

PUT THEM

1. Take a pen from the end of the table and put it into the tin box.
What did you do?
2. Take three pens and two pins from the paper box and put them into the tin box.
3. Take a piece of blue linen cloth from the wooden box and put it into the little basket on the chair.
4. Take a piece of coal and a piece of glass from the table and put them into the box on the window-sill.
5. Take pieces of paper, pieces of string, and pieces of tin from the table and put them into the paper box.
6. Take five buttons and three nails from the table and put them into the box on the side of the table.
7. Take a long piece of red cotton string from the long box in the window and put it around the big green book.

It is a quarter to four.

8. Take three little pieces of green linen cloth from the box on the chair and put them into the basket on the end of the table.
9. Take a piece of wire and a piece of tin from the little box on the corner of the table, and put them into the big box on the end of the table.
10. Take the books from the end of the table, the pens from the side of the table, and the papers from the center of the table, and put them on the chair.

LESSON IX

EACH INCH EDGE ALL WHOLE

1. Put a match on each end of the table.
What did you do?
2. Put two matches on each side of the table.
3. Put three matches on each corner of the table.
4. Put a match on each corner of the table and four matches on each side of the table.
5. Put four matches on each side of the table and five matches on each end of the table.

It is half past eleven.

6. Take six matches from the tin box, and put two on each end of the table and one on each corner of the table.
7. Put a match on each side of the table one inch from the edge.
8. Put a whole match in the center of the table two inches from the box.
9. Put two broken matches on each end of the table and three whole matches on each side of the table.
10. Take all of the broken matches from the tin box on the chair and put them on the side of the table.
11. Put a whole match on each side of the table two inches from the edge and a broken match on the table beside each whole match.
12. Give a broken match and a whole match to each pupil at the side of the table, and three whole matches to each pupil at the end of the table.
13. Take all of the whole matches from the wooden box and put them on the side of the table; then take all of the broken matches from the tin box and put them on the end of the table.

It is five minutes after six.

LESSON X

THIS, THAT

THESE, THOSE

1. Take a piece of cotton cloth from this end of the table and put it on that end of the table.
What did you do?
2. Take these pens and those pencils and put them into that box.
3. Take this book and that book and put them on that chair.
4. Take those matches and these nails and put them into the tin box on this corner of the table.
5. Give these books to that man and those books to this man.
6. Take the pen from this end of the table and put it on that chair.
7. Put those pencils into these boxes; then put the boxes on those chairs by the door.
8. Take these boxes and these books from this chair and those boxes and those books from that chair, and put them on the desk.
9. He took this little pencil and these black pens from this box and put them into that box on the corner of the table.

I have no pencil.

10. These books on this table are little red books, and those books on that table are big green books.
11. He took three nails and five buttons from this box, and she took four pens and seven pencils from that box.
12. Mary gave those books to him and these books to her; then she put this book and that book into the cupboard.

LESSON XI

POSSESSIVE PRONOUNS

I have my book	We have our books
You have your book	You have your books
He has his book	They have their books
She has her book	

1. Put my book on the table.
What did you do?
2. Put your pen on the book.
What did you do?
3. Put her box on my book.
What did you do?
4. Take his pen from the table.
What did you do?

May I have a pencil, please?

5. Put our pens on our papers.

What did you do?

6. Put their papers on the table.

What did you do?

1. I put my long piece of cotton cloth into your little white box; then I put your piece of woolen cloth into my basket.

2. We put our books on the chair beside the table, and they put their books on the chair beside the window.

3. You took their pens from my box and put them into his big wooden box; then you put the box on the end of the table.

4. We took our little brown pencils from the pencil-box, and we put them into the chalk-box.

5. Take all of our pens from the box and give one to John and one to Mary; then put two pens into each box on the side of the table.

6. Take our books, our pencils, and our papers and put them into the cupboard; then give each pupil a piece of chalk and an eraser.

Lend me your pen, please.

LESSON XII

PERSONAL PRONOUNS FOLLOWING THE
PREPOSITION TO

to me	to us
to you	to you
to her	to them
to him	

1. Take your pens from the table and give them to me.
What did you do?
2. Give these long green pencils to her and these little brown pencils to him.
3. Take those little pieces of leather from the wooden box and give them to us.
4. Take these pens from the table and give them to them.
5. They gave three pieces of black woolen cloth to her and two pieces of red cotton cloth to me.
6. Take a little piece of tin from the box on this end of the table and give it to him.
7. She took all of my pens and all of her pens from the table; then she gave the red ones to you and the black ones to me.

I do not understand you.

8. Take my long piece of green linen cloth from him and give it to me; and then give my short piece of blue silk cloth to her.
9. Give the wooden box to me, the tin box to him, and those two paper boxes to those two men at the end of the table.
10. Take the matches from the box and give the whole matches to him, the broken matches to her, and the box to me.
11. He took the long pencils from the table and gave them to us; then she took the pieces of chalk from the box and gave them to him.

LESSON XIII

NOT

BUT

I have

I did not

I have not

1. Take three books from the table.
Have you two books?
No, I have not two books, but I have three books.
2. Put that red book on the chair.
Did you put a green book on the chair?
No, I did not put a green book on the chair, but I put a red book on the chair.

Pronounce this word, please.

3. Give him those pencils.

Did you give him those boxes?

No, I did not give him those boxes, but I gave him those pencils.

4. Take a nail, a screw, and a pen from the box.

Did you take a pan from the box?

5. Put this chair beside the door.

Did you put the chair beside the table?

1. I did not take a piece of coal from the basket, but I took a piece of wood from the basket.

2. He did not take a pencil from the box, but he took a pen from the box.

3. They did not put their papers on the table, but they put their books on the table.

4. I have not a long piece of cloth. I did not take a long piece of cloth from the box, but I took a short piece of cloth from the box.

5. You did not put fifty pens on the table, but you put fifteen pens on the table.

6. I did not take a piece of glass from this end of the table, but I took a piece of wire from the box on that end of the table.
-

What is the meaning of this word?

LESSON XIV

THERE IS

Is there ? Are there ?

There is a There are

There is not a, There are not any

1. Put one match on the table.

Is there a match on the table?

There is a match on the table.

2. Put a book on the table.

Is there a pen on the table?

No, there is not a pen on the table, but
there is a book on the table.

3. Put three matches on the table.

Are there three matches on the table?

There are three matches on the table.

4. Put four pens on the table.

Are there four pencils on the table?

There are not any pencils on the table, but
there are four pens on the table.

1. There is not a pen in that box on the table,
but there are three pens in this box on this
chair.

2. There are not any boxes on those chairs,
but there are two books on each chair.

Spell this word for me.

3. There is not one piece of woolen cloth in that box, and there are not any in those boxes on the window-sill.
4. There are not any pencils in the box on the table, but there is a pencil in each box on the bench.
5. There is a little green book on my table, but there are not any books on your table.
6. There are boxes of chalk and boxes of pencils on that table, but there are not any boxes on this table.

LESSON XV

HERE

THERE

1. Come here, John, and put that green book here on this table.
What did you do? (I came)
2. Go there to that window and put the pen into the box.
What did you do? (I went)
3. Put these tin boxes here and those paper boxes there.
4. My book is here on this table, but my pencil is there on that table.

I do not know this word.

5. Put a little piece of cotton cloth here into this box, and a piece of paper there into that box.
6. There are three pens and a pencil here in this box, and there are five pencils and an eraser there in that box.
7. They put their little brown pencils here, and their long red pens there.
8. John put his book here, and Jane put her book there; but they put their erasers and chalk there on that bench beside the black-board.
9. Their little wooden boxes are not here, but there are two tin boxes there on that window-sill.
10. There are not any chairs here at this table, but there are five chairs there at that table.
11. John is here, and Mary is here. Henry and Paul are not here, but all will be here at nine o'clock.

LESSON XVI

INTERROGATIVES

Interrogative Adjectives: Who, Which, What.

Who is ?

Which is ?

Who are ?

Which are ?

What is ?

May I read now?

1. Who is that man at the window?
That man is Mr. Smith.
2. Who are those men at the door?
Those men are Mr. Jones and his son.
3. Which is James?
The man at the end of the table is James.
4. Which are your books?
Those books on the chair are my books.
5. What is on the table?
There is a paper on the table.

Interrogative Adverbs: Where, When,
Why, How.

Where is ?

It is

Where are ?

They are

1. Where is my pencil?
It is on the book.
 2. Where are your papers?
They are on the table.
 3. When do you come to school?
I come to school at nine o'clock.
 4. Why do you come to school?
I come to school to learn the English language.
-

Wait a minute, please.

5. How much did you pay for your book?
I paid one dollar for it.
6. How many pupils are in this room?
There are fifteen pupils in this room.

NOTE.—Drill frequently on the use of interrogatives. See to it that each pupil asks questions as well as answers them.

LESSON XVII

POSSESSIVE PRONOUNS USED WITHOUT NOUNS

MINE YOURS HERS HIS OURS THEIRS

1. That is my book.
That book is mine.
2. That is your book.
That book is yours.
3. That is his book.
That book is his.
4. That is her book.
That book is hers.
5. Those are our books.
Those books are ours.
6. Those are your books.
Those books are yours.

What is the price of this?

7. Those are their books.
Those books are theirs.
-

1. Your pen is on the desk. Where is mine?
Yours is in the paper box.
2. My hat is on the table. Where is hers?
Hers is on the chair.
3. Her chair is at the end of the table. Where
is his?
His is at the side of the table.
4. His papers are here. Where are ours?
Ours are in the basket.
5. Our papers are here. Where are theirs?
Theirs are in the cupboard.
-

1. There are three pens on the table. Yours
is here, his is here, and mine is here.
2. They put ours into the box and theirs into
the cupboard; but where is his?
3. They put all on the chair, yours, his, hers,
and theirs.
4. I gave mine to her, and she gave hers to me.
5. How many of these pins are yours, and how
many are mine? Put mine into my box and
yours into your box.
-

How much did it cost?

LESSON XVIII

INTERROGATIVES

1. What is your name?
 2. What is the name of this school?
 3. What is the name of this street?
 4. What is the name of this book?
 5. What is the name of this thing?
-

1. What shall I put into the box?
 2. What shall I write?
 3. What shall I tell her?
 4. What shall I give him?
 5. What shall I do?
-

1. Where shall I sit?
 2. Where shall I write?
 3. Where shall I put the box?
 4. Where are your papers?
 5. Where is his hat?
-

It is a beautiful day.

PART TWO

LESSON I

VERBS: PRESENT TENSE, IMPERATIVE AND
INTERROGATIVE FORMS

NOTE.—In teaching tense forms use the calendar to indicate the time.

write	study	walk
read	listen	sit
speak	eat	stand
come	go	look

Conjugation of the verb write: Present Tense (to-day).

Singular Number

I write
You write
He writes
She writes
John writes

Plural Number

We write
You write
They write

1. To-day I sit and write.
2. He sits beside the table and writes.
3. They sit beside the table and write.
4. I sit and read and write, and she sits and reads and writes.
5. I take a piece of cloth, and she takes a piece of paper.
6. She walks to the blackboard and writes.
7. John goes to the window and looks at the people.

8. We speak English, and he speaks Italian.

NEGATIVE FORMS

I do not write We do not write
 You do not write You do not write
 He does not write They do not write

1. She writes, but I do not write.
2. She sits, but he does not sit.
3. We take pencils, but they do not take pencils.

IMPERATIVE SENTENCES

1. Come here, Mary, and read your lesson.
2. Go to the blackboard and write.
3. Take these pens and put them into the box.
4. Listen to me, please.

INTERROGATIVE SENTENCES

1. Do you like coffee?
 No. I do not like coffee, but I like tea.
2. Does she write?
 No. She does not write, but she reads.
3. Does John go to school every day?
 Yes. He goes every day.
4. Do John and James work in a store?
 No. They do not work in a store, but John works
 in a restaurant, and James works in a factory.

5. Does John speak the Italian language?

No. He does not speak the Italian language, but he speaks the Greek language.

6. Does Mary sit at the side of the table?

No. She does not sit at the side of the table, but she sits at the end of the table.

LESSON II

FUTURE TENSE, EXPRESSIONS OF FUTURITY, INFINITIVES

(Reference matter for the learner.)

Verbs in Present Tense (now)	Verbs in Future Tense (to-morrow)
I come	I shall come
I go	I shall go
I read.	I shall read
I write	I shall write
I take	I shall take
I learn	I shall learn
I buy	I shall buy
I put	I shall put
I sit	I shall sit

CONJUGATION OF THE VERB GO, FUTURE TENSE

I shall go	We shall go
You will go	You will go
He will go	They will go

Negative

I shall not go	We shall not go
You will not go	You will not go
He will not go	They will not go

FUTURE EXPRESSIONS

to-morrow	next month
day after to-morrow	month after next
next week	next year
week after next	year after next

INFINITIVES

to write	to give
to eat	to speak
to read	to learn
to work	to put

PRACTICE EXERCISES

1. To-morrow I shall come here to learn the English language.
2. Day after to-morrow I shall not come to school, because it is Saturday.
3. I shall go to the theater next week.
4. Week after next my sister will come to school to study the language.
5. About the middle of next week we shall go to the country to see our friends.
6. Month after next John will go to New York to buy some cloth for his store.
7. Next year my brother will come to the United States to live with me.
8. Year after next my brother will have a store on Fifth Avenue.
9. I shall go to a store next month to buy a book to read about the American people.

10. We shall come to school next week to learn to read, to write, and to speak the English language.
11. They will come to school because they want to learn the English language; and they want to learn the English language because they want to earn money.
1. Shall I get my book and read to you now?
2. Will Mr. Wilson go to work day after to-morrow?
3. Where will they go when the bell rings?

LESSON III

NAMES OF THE DAYS OF THE WEEK, AND TIMES OF DAY

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	
morning	forenoon	evening	midnight
noon	afternoon	night	

1. On Sunday I shall take my friends to church.
2. My brother will come to visit me on Monday, and we shall go to the theater on Tuesday night.
3. Wednesday at nine o'clock I shall go to the railroad station to meet my uncle and aunt.
4. On next Thursday my brother will go to Boston to see father, mother, and sister.

5. Two weeks from next Friday Mr. Carson will speak to the men of this class.
6. At eight o'clock on next Monday evening we shall see that good play at the theater.
7. On Saturday afternoon I shall not work, but I shall go out on the street to take a walk.
8. Next Wednesday I shall take my sister to a store to buy her a new hat and a new coat to wear to school.
9. On next Saturday at midnight my friend will start for Chicago.
10. On next Thursday afternoon I shall not work, because I am off work that day.
11. When I come to school to-morrow morning, I shall sit at this table to write my lesson.
12. When I go to Boston to see my cousin next month, I shall take him a new English book.
13. When I receive my pay next week, I shall buy myself a new suit and a new hat.

LESSON IV

PAST TENSE

Reference matter for the learner.

Present Tense (now)

Past Tense (yesterday)

come

came

go

went

read

read

write	wrote
speak	spoke
learn	learned
put	put
buy	bought
eat	ate
drink	drank
sleep	slept
give	gave
take	took
work	worked
see	saw
do	did
have	had
is	was
are	were
make	made
want	wanted
talk	talked
get	got
send	sent
sell	sold
show	showed
look	looked
listen	listened
walk	walked
wait	waited
watch	watched
stop	stopped
receive	received
answer	answered
keep	kept
say	said
order	ordered
return	returned
think	thought
carry	carried
wash	washed
build	built
stay	stayed
like	liked

PRACTICE EXERCISES

yesterday	last month
day before yesterday	month before last
three days ago	three months ago
last week	last year
week before last	year before last
three weeks ago	three years ago

1. Yesterday I sat at this table and wrote my lesson, and to-day I sit here again.
2. Day before yesterday I learned many new words, and I want to learn more to-day.
3. I met John on the street three days ago, and I talked with him for an hour.
4. Week before last I went to the theater and saw a good play, and next week I shall go again.
5. Jane bought some cloth last week, and next week she will make a dress for her little sister.
6. Three weeks ago I sold my house, and week after next I shall buy another one.
7. Month before last we carried our plants into the other room, and next week we shall carry them into this room again.
8. Three months ago I received a letter from a friend in Europe, and next week I shall answer it.
9. Last year I read many books, and next year I shall read many more.

10. Year before last I wrote in my native language, but now I write in English.
11. Last night I went home at six o'clock. I made a fire. I sat down to read; and when my brother came in, we talked an hour and a half about American history.
12. Three years ago two of my fellow-countrymen came to New York, and they stayed there for one year; then they went to Chicago. They are there now, and each has a comfortable home.
13. Year before last I thought that I did not want to learn the English language; but last year I did not work because I could not speak the language of my new country.

LESSON V

NAMES OF THE MONTHS

January	July
February	August
March	September
April	October
May	November
June	December

1. I came to the United States on the first of last March.
2. John was born on April 10, 1910, and his sister was born on June 6, 1914.

3. In July and August the weather will be hot, and in October and November the weather will be cool.
4. In May the farmer will plant his corn, and in October he will gather it in.
5. The Fourth of July is a holiday in this country. We celebrate the day of our independence.
6. My friends will come to visit me in the middle of June, and I shall take them to the country for a picnic in the woods.
7. Last July when I had my vacation, I went to the country, where I helped my brother work on the farm.
8. On the last Tuesday of June Frank and Harry came from Europe, and they both live here now.
9. Last February, when the weather was very cold, I bought one ton of coal, for which I paid six dollars.
10. The schools in the large cities of the United States are open for ten months of the year; so the children have only two months of vacation.
11. Mr. Panos came to the United States on the fifth of last January, and he lived here one month; then he moved to Boston, where he will live for two or three years.

LESSON VI

COMMON QUESTIONS ABOUT PERSONS

1. What is your name?
My name is Ross Martino.
2. Where do you live?
I live at number 1145 Fifth Avenue.
3. From what country did you come?
I came from Italy.
4. When did you come to the United States?
I came to the United States on June 14, 1921.
5. Which language do you speak?
I speak the Italian language.
6. Is your father in this country?
Yes. My father is here.
7. Is your mother in this country?
No. My mother is in Italy.
8. How many sisters have you?
I have no sisters.
9. How many brothers have you?
I have two here and one in Italy.
10. How old are you?
I am eighteen years old.

LESSON VII

A FRIENDLY LETTER

1463 Penn Avenue,
Pittsburgh, Pa.
April 6, 1921.

My dear Sister,

I shall write you a short letter in English. I can not write much, because I do not know many words. I go to school every day, and next month I shall know more words, and then I shall write you a long letter.

We want you to come to Pittsburgh to visit us about the first of June. Come and stay two or three weeks with us. We can have a good time, because now I can go all over the city alone.

Write to me and tell me when you will arrive in Pittsburgh, and I shall meet you at the station.

It is time for me to go to school, so I must close.

Your sister,

MARY RUPERT.

Envelope.

Mary Rupert,
1463 Penn Ave.,
Pittsburgh, Pa.

Miss Jane Rupert,
4625 Fifth Avenue,
New York,
New York.

LESSON VIII

BEFORE AFTER

1. Before you sit down, open your book.
2. After you sit down, open your book.
3. Before I came to the United States, I could not read or speak the English language.
4. I came here before half past nine o'clock, and I stayed until after half past three.
5. After I go home I shall eat my supper, and soon after supper I shall read my lesson to my brother.
6. Soon after I came to this country, I came to school; and soon after I came to school, I could understand a little English.
7. I shall read this book; and after I read it, I shall give it to you to read.
8. I worked all day to-day, and I am tired. But after I rest a short time, I shall go out for a walk.
9. I cannot become a citizen of the United States until I have been here five years. I have been here four years, and next year I can become a citizen.
10. After I have lived in this country several years, I shall have a business of my own; then I shall own my home.

11. Before I began to study this language, I did not like it; but after I came to school for a month, I liked the language very much.
12. After you finish your work to-morrow, I want you to bring your family to our house; then we shall sing some of our native songs.

LESSON IX

NEAR

FAR

near

far

a short distance

a long distance

1. The book is near to the box; but the pen is far from the box.
2. I walk to school this year because I live near; but last year I rode to school because I lived far away.
3. John walks a short distance to his work, but Henry has a long distance to go.
4. It is a long distance from here to John's house. I cannot walk there; but I shall ride in a street car.

A SHORT TIME

A LONG TIME

1. Europe is a long distance from the United States, and it took me a long time to come from there to this country.
2. I sat in my room a long time last night and read my new book; then I went out for a short time to walk.

3. It takes a long time to walk that long distance ; but it takes a short time to travel it by automobile.
4. When I came to this country, I traveled a short distance on land by railroad ; then I traveled a long distance on water by steamship.
5. A short time ago I read about the first English people who crossed the Atlantic Ocean. They came in sailboats, and not in steamships as you and I came.
6. Before I came to this country, I thought that I could learn to speak the language in a short time ; but now I think that it will take me a long time to learn to speak it well.
7. I live a short distance from the school ; therefore it takes me only a short time to come. But John lives a long distance from the school, and it takes him a long time to come.

LESSON X

PARTITIVE EXPRESSIONS

all of them
 many of them
 part of them
 most of them
 one of them

none of them
 some of them
 both of them
 a few of them
 half of them

1. There are many buttons on the table. Put all of them into the tin box.

2. Put some of them on the side of the table and a few of them on each end of the table.
3. Put half of them into the basket and give one of them to me.
4. There are two pencils on the table. Put both of them into your pocket.
5. There are many little buttons in the box. Most of them are white. Part of them are black; but one of them is red.
6. Take all of the little pencils from that box and put half of them on the chair and half of them on the window-sill.
7. I do not know all of these words. Many of them are new to me; but in a short time I shall know all of them.
8. Some of the pupils of this class can read well, and some of them cannot read much; but in a short time all of them will read well.
9. All of the pupils of this class came from foreign countries. Some of them came from Italy, a few of them came from Russia, and one of them came from China; but none of them came from Turkey.

LESSON XI

PRESENT PARTICIPLES IN PROGRESSIVE FORMS

Reference matter for the learner.

Present Tense	Past Tense	Present Participle
go	went	going
come	came	coming

write	wrote	writing
read	read	reading
speak	spoke	speaking
talk	talked	talking
erase	erased	erasing
sit	sat	sitting
eat	ate	eating
tell	told	telling
see	saw	seeing
bring	brought	bringing
buy	bought	buying
break	broke	breaking
cut	cut	cutting
do	did	doing
drink	drank	drinking
think	thought	thinking
stand	stood	standing
sleep	slept	sleeping

NOTE TO THE TEACHER.—Point out that present participles are formed by adding *-ing* to the present forms.

PRACTICE EXERCISES

I am going	We are going
You are going	You are going
He is going	They are going

1. I am going to New York to meet my brother next week. He will arrive in America on next Thursday.
2. You are standing talking to us, and we are sitting listening to you.
3. They are sitting at the table eating bread and butter, and drinking tea.

4. They are going to bring their violins; then they are going to play and sing for us.
5. I am buying a new house, and I am paying for it by the month. I am paying twenty dollars a month.
6. I am making a new dress, and I am making it of beautiful blue woolen cloth.
7. They are learning the English language. They are reading, writing, and speaking in English.

Are you using this book?
Is he coming to-morrow?
Are they buying a new house?
Is he talking English?

LESSON XII

INTERROGATIVES

THE INTERROGATIVES: WHO, WHICH, WHAT

WHO

1. Who is the woman at the door?
2. Who took my pencil from the box and put it into the cupboard?
3. Who gave you that beautiful green box?
4. Who took those three matches from the box and put them on the edge of the table?

WHICH

1. Which papers did he put on the window?
2. Which of those two books did you give to John?
3. At which table did you sit?
4. Which boy took the tin boxes from the cupboard and put them here?

WHAT

1. What is the name of that man at the door?
2. What is in the big wooden box on the floor?
3. From what box did he take these pens and pencils?
4. What did that woman put on the corner of the table?

Interrogative Adverbs: Where, When, Why, How

WHERE

1. Where are those pieces of leather, John?
2. Where did you put my hat and his book?
3. Where are Mr. and Mrs. Miller and their children?
4. Where are the papers for those men in the corner of the room?

WHEN

1. When do they go to work?
2. When did he put his knife here?
3. When did she give those beautiful boxes to you?
4. When did you pay for your book?

WHY

1. Why do Mary and John come to school?
2. Why do those men sit at the table?
3. Why do they put their books into the cupboard?
4. Why do those girls take those pens from the basket?

HOW

1. How much paper do you want?
2. How many pencils do you want?
3. How much did you pay for those pens?
4. How many pencils did you give them?

NOTE.—Drill frequently on questions and their answers.

LESSON XIII

PRACTICE EXERCISES

1. Two new pupils came to our school yesterday, a boy and a girl. The boy's name is Joseph, and the girl's name is Sarah.

2. Joseph and Sarah were both born in France. They are coming to school to learn the English language.
 3. Joseph is sixteen years old, and Sarah is thirteen. They will come to school every day from nine o'clock until half past three.
 4. After they go home, they will tell their mother about the school. They like to come, and we like to have them here.
 5. On Saturday they will not come here; but they will go to visit their cousins.
 6. In a few years they will be ready to go to high school, and in a few years after that they will go to college.
-

1. There are many pupils in this school; but there are many people on the street who are not pupils in any school.
2. Two months ago I came to this country, and two weeks ago I came to this school. Now I am learning to speak the English language.
3. Three years ago my brother came to this school, and now at the age of fifteen he is in high school. He wants to go to college in order to become a lawyer.
4. My friends, John and James, were born in a foreign country, and they are both non-English speaking people. After they learn to speak English well, they will go to work in a factory.

5. My father came to this country five years ago, and my mother and I came two years ago. I come to school every day; but my mother does not go to school. I speak well, and she does not.

LESSON XIV

THE DIFFERENT-DIFFERENCE PERPLEXITY

Same, Differ, Different, Difference

1. The books that are on the table are the same as those on the chair.
2. She has two books that are the same in length, the same in width, and the same in color.
3. He has two books that are different. They differ in length, they differ in width, they differ in thickness, and they differ in color.
4. There is no difference in the pronunciation of those two words; but there is a great difference in the spelling of them.
5. Those two men came from the same country; they came at different times. One of them can speak four different languages.
6. I did not arrive in New York on the same day as my father arrived, because we set sail on different days; he sailed in March, and I sailed in April.

Are those books the same?

Is there any difference between those two books?

Are those papers alike?

Do those bottles differ in size?

LESSON XV

COMMON MEASURES

Foot Rule, Yardstick, Pint, Quart, Gallon

1. Take the foot rule and measure the table and tell me its length.
2. Take the foot rule and measure Mr. Panos and tell me his height.
3. Measure the thickness of the table and tell me its thickness in inches.
4. With the yardstick measure this piece of string and give me its length in yards.
5. With the pint measure, measure this bottle and tell me how many pints it holds.
6. Yesterday I bought a gallon of milk, and my bill was forty-eight cents; therefore I paid twelve cents for one quart.
7. I shall buy a new rug for my room. Measure the length and the width of the room, and tell me how large a rug to buy.
8. I want a vessel having the capacity of six quarts. I have a two-quart pan, and I need a larger one.
9. James is going to the tailor to be measured for a suit. It takes three or four yards of material to make a man's suit.

10. Mary will buy a piece of linen cloth to make a cover for her table. Measure her table and tell me how many yards to buy.

What are the dimensions of this room?

What is the capacity of that box?

What quantity of milk do you want?

What are the measurements of this table?

LESSON XVI

PAST PARTICIPLES

Reference matter for the learner.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present Participle</i>
go	went	gone	going
come	came	come	coming
write	wrote	written	writing
speak	spoke	spoken	speaking
talk	talked	talked	talking
erase	erased	erased	erasing
sit	sat	sat	sitting
eat	ate	eaten	eating
tell	told	told	telling
see	saw	seen	seeing
bring	brought	brought	bringing
buy	bought	bought	buying
break	broke	broken	breaking
cut	cut	cut	cutting
do	did	done	doing
drink	drank	drunk	drinking
sleep	slept	slept	sleeping
am	was	been	being
send	sent	sent	sending
sell	sold	sold	selling

PRACTICE EXERCISES

PRESENT PERFECT TENSE

I have written	We have written
You have written	You have written
He has written	They have written

1. The teacher has written the lesson on the black-board, and the pupils have written it on their papers.
2. The teacher has come to teach you, and you have come to learn.
3. We have read our lessons, we have written our lessons, and we have talked about our lessons.
4. She has written to her mother, and she has told her that John has just arrived from Europe.
5. I have been at the store, and I have bought a few apples for dinner.
6. I have eaten my breakfast, and I have walked for an hour, and now I shall read for a while.
7. I have written my lesson on the blackboard. I have erased it, and I have spoken what I wrote.
8. They have lived on this street for a long time, and now they have bought a new house on another street.
9. I have not been in Chicago, but my father and mother have both been there.

PAST PERFECT TENSE

I had written

We had written

You had written

You had written

He had written

They had written

1. I had read my lesson, and I had written it before you came.
2. I had gone before she told the story.
3. I had never seen John's cousin until I went to John's house last night.
4. I had never read this story before; but I had read another story about George Washington.

LESSON XVII

DISTINCTION BETWEEN SIT AND SET

1. Set the box on the table and sit down.
2. Sit down and set the box on the table.
3. Set all of those bottles on that bench and sit there beside them.
4. Set Mary on that little chair and let her sit there to study her lesson.
5. Sit down, please, and set your box on the floor.

6. Set that boy down, and tell him to sit there for a half hour.
7. Tell Mary to set a chair at the table ; and then tell Mr. Green to sit on it and eat dinner with us.
8. Harry set that box there an hour ago, and it has sat there ever since. Please set it in the cupboard before you sit down.
9. Both John and Mary have been sitting on that bench a long time. I want them to sit there every day to study their lessons.
10. On last Saturday I went to the railroad station to meet my uncle and aunt. They were both there, sitting on the bench waiting for me.
11. I like to sit on the seashore at sunset and watch the boats go out to sea.
12. I sat here yesterday, and I have been sitting here again to-day watching the children play in the water.
13. Where are those children? A few minutes ago they were here, sitting on the floor setting blocks in a row on the edge of the rug.
14. Set that bottle of ink here on the table ; and I shall sit and write some of the new words in my book.

Did you sit on that chair yesterday?

Did you set this chair beside the table?

LESSON XVIII

THE USE OF IF

1. If I had a paper and a pencil, I should write my lesson.
2. If you want to speak well, you must study hard.
3. If you can spare the time, come to my house to-morrow and spend the day with us. We have much to talk about.
4. If I had a pen and some ink, I should spend some time writing a story about George Washington, the first president of the United States.
5. He said that if he could get off from his work, he should go to Cleveland to visit his oldest brother.
6. If I were your brother, I should not go to work yet, but I should go to school awhile first.
7. If you want a hat of the same style and of either the same or a different color, I can get it for you.
8. If they are going the same day as we are, we may travel together. I should enjoy talking with them as we travel along.
9. If I were he, I should go to them and ask them for more money; and if they would not give more money, then I should look for work in another place.
10. If I had been in this country five years ago, I

should now have a business of my own. If I make as much money next year as I made last year, I shall soon have my own restaurant.

LESSON XIX

THE USE OF WHETHER

1. He feels the table to learn whether it is rough or smooth.
2. She feels the cloth to learn whether it is hard or soft.
3. She feels the water to find out whether it is cold or warm.
4. I do not know whether or not that man can speak the Greek language.
5. We cannot tell whether the weather will be warm or cold to-morrow.
6. He has lost his money. I do not know whether it is because he is a bad manager, or whether it is the fault of his partner.
7. When he comes in, he will tell us whether or not he is going to accept the new position that was offered him last week.
8. Let me know by the first of the month whether or not you will accept my offer for that house. This is all that I am able to-pay.

9. I did not know whether you were going this week, or whether you were not going until sometime next week.
10. I am not sure whether or not I shall be able to hold my present job. It is very hard for me because I do not understand the orders that are given to me.

LESSON XX

THE VERB USE

THE NOUN USE

1. We use pens and pencils to write our lessons.
2. We use pencil-paper and pencils when we write our lessons; but when we write letters, we use letter-paper, pens, and ink.
3. John and Mary use both gas and electricity in their house; gas for heating and electricity for lighting.
4. The tailor uses the heavy woolen cloth to make the winter overcoat, and he uses the light woolen cloth to make the light spring overcoat.
5. Our grandfathers did not use automobiles to travel long distances as we do; but they used horses.
6. Steamships were not used in the time of Columbus; but sailboats were used, and it took a long time to travel by water in those days.
7. On the first of the week I bought myself a new pencil. I have used it for almost a week, and I can use it for another week.

8. When I first came to this country, I used the dictionary every day. But now I do not need to use it so much, because I am more familiar with the words.
-

1. I do not know the use of this word. I find it difficult to use all of these words correctly.
2. What use can be made of this room? It has not been in use for a long time.
3. If they want to finish their work in an hour, they must make good use of their time.

Did you use my pen?

How do you use this word?

What is the use of this thing?

Of what use is this to you?

LESSON XXI

LEAF, LEAVES, LIVE, LIVED, DIE, DIED, DEAD, DEATH

1. Here are two dead leaves and two living leaves.
2. Lack of water will cause the death of leaves.
3. In the fall the leaves of most of our trees die, and the dead leaves fall to the ground.
4. In the spring time the living leaves come, and the trees are made beautiful again.
5. Tea is the dried leaves of the tea plant. Millions

of people all over the world drink tea. This tea is made by pouring boiling water over the dried tea leaves.

LEAVE, LEFT

LIVE, LIVED

1. He lived here one year ; but he will leave for Europe next month.
2. He left this room an hour ago, and I see that he has left a package here. Before he leaves to-morrow, we shall give it to him.
3. Mr. Mitchell has lived here for a long time ; but he will leave to-morrow for another city.
4. After I have lived here for a month or two, I shall leave and go to another part of the state.
5. I had lived there ten years, when a man came along one day and bought my house. We left the place the next week.
6. If I put fifty dollars into the bank this month, it leaves me sixty dollars to use for expenses. I think that I can live on that amount for a short time.
7. Some one told me that when Abraham Lincoln was a boy, he slept on a bag of leaves for a bed. And this boy lived to become president of the United States.

LESSON XXII

As

1. As I came to school to-day, I saw Charles standing on the street corner talking with David.

2. As I was riding along in the street car, I read an interesting article in the newspaper.
3. As I sat in the railroad station waiting for my train, I saw Mr. and Mrs. Long go to their train for New York.
4. As I was crossing the Atlantic Ocean to come to America, I heard a few people talking in the English language.
5. As my sister and I passed through the store, we saw many people buying summer clothing.
6. As I entered the car, I saw Carrie. She said that her sister was coming from Europe, and that she would arrive the first of next week.
7. They were coming up the street as I went down. I turned around and went with them to their home.
8. She gave me this book as I came in. It is a good book, and when I have finished it, I shall let you read it.
9. As I stood at the window and watched the people pass by, I thought of another city that I have visited.

LESSON XXIII

As.....As

So.....As

1. My book is as large as yours, and it is just as interesting as yours.
2. His pen is the same as mine; they are both fountain pens. One writes as well as the other.

3. I like this work just as well as I liked the work that I did last year.
 4. John does his work as well as Jane, and better than Henry.
 5. This coat fits as well as, if not better than the one I had last year.
 6. This table is just as long and just as wide as the other table.
 7. The boy is just as tall and just as heavy as the girl; but neither of them is very tall or very heavy.
-

1. This coffee is not so good as the coffee that we had last week, and this cost three or four cents a pound more.
2. The quality of this leather is not so good as the quality of the leather that I bought last week; but the price is more reasonable.
3. To-morrow I shall not come so early as I came to-day, because there is not so much work to do.
4. I do not live so far away as you do, and it does not take me so long to come.
5. Now she talks as well as he; but she does not write so well. However, after she has been here in school a little longer, she will write well, as well as any one in the class.

LESSON XXIV

CORRELATIVES

bothand	thoughyet
not onlybut also	althoughstill
eitheror	sincetherefore
neithernor	ifthen

1. I told both Mary and John to go to the table.
2. I want not only Mary and John but also James and Paul to go to the door.
3. I want either Mary or John to go to the black-board.
4. I want neither James nor Paul to go.
5. Though there was much trouble in Europe, yet I managed to get away and come to America.
6. Since I paid twenty cents for two pens, therefore the cost of one pen is ten cents.
7. If I go to see him to-day, then I shall not go to-morrow.
8. Both James and Paul have had not only four years in high school but also two years at the Musical Institute.
9. They offered me this position; and they will give me not only a good salary but also a fine office. I must either accept or decline the offer within two weeks.

10. If all the members could be persuaded to come to the meeting, they might not only pay their dues but also pay some money into the treasury.
11. Although I have been studying this subject for a long time, still I do not have a clear understanding of it yet. I must either find some books to read or find some one who will explain it to me.

LESSON XXV

FILL, FULL, FEEL

1. Fill the little bottle full of water and the big bottle half full.
2. Feel the bottle to learn whether the water is cold or warm.
3. I need a full box of chalk, and that box is only half full.
4. He took seven matches from that full box on the end of the table.
5. This book is full of beautiful pictures; that other book is full of interesting reading.
6. To know English well fills us with confidence to do our work. It will not only make us happy, but it will also make us able to earn more money.
7. There is no one here to fill his position, and I do not feel that I have time to do his work and mine too.

8. Columbus filled his ships with enough food to last for many days ; then he set out on his journey. He did not feel afraid, because he was full of hope.
9. Day by day they sat on the decks of the vessels and watched the sun rise and set. By and by some one saw land a long distance off, then all were full of joy.
10. At last they reached land, and filled with delight, they landed and set up a flag in honor of Spain. In a short time they started for home, feeling that they had made a great discovery.

LESSON XXVI

LET

1. Let me have your pencil, please ; mine is broken.
2. Let me see that book ; it looks like mine.
3. Let him have your knife to sharpen his pencil ; he lost his on the way to school to-day.
4. After we have eaten our supper let us go to the theater ; Henry says that there is a good play this week.
5. Let us tell the children a story about the Indians, the red people who lived in America before the Europeans came.
6. Please let me help you with that work ; you have too much to do to-day, and I have time to help you. Let us work together.

7. Let us get up early to-morrow and go to a store and buy our heavy winter clothing. The weather is getting cold, and we need warm clothes.
8. We must have some fresh air in this room. Let us open the windows and let the air come in.
9. Let all those who sit at the tables have spelling books, and let all of the others have readers.

LESSON XXVII

KNOW

KNOWLEDGE

1. I do not know what you have in your hand.
2. I have no knowledge of what you have in your hand.
3. He has no knowledge of what you put into the box.
4. James does not know the names of those people. He says that he never saw them, and that he does not know what they want here.
5. When I have a good knowledge of the English language, then I want to get some knowledge of a useful trade.
6. It is difficult to make a machine like that one in the mill. It requires a knowledge of machinery that only few people have.
7. Mr. Williams wanted me to come over and make a fence around his lot; but I have no knowledge of

fence making, and I told him to get Mr. Doyle to do it.

8. I do not know the exact meaning of this word. I shall spend a short time studying it; then if I have no more knowledge than I now have, I shall ask some one to help me.
9. When I first came to this country, I did not know many people with whom I could talk; but now I have a better knowledge of the language, and I have many friends.
10. That strange man did not know the way to the railroad station. He asked me to direct him; but he did not have enough knowledge of English to understand me.

LESSON XXVIII

LIE LAY

lie, lay, lain, lying

1. Tell him to lie down and take a sleep to-day.
2. We lay down yesterday and slept two hours.
3. That book has lain there for three or four days.
4. It was lying there when I went out day before yesterday.
5. A little child is lying on the couch sleeping. She lay there yesterday also.

lay, laid, laid, laying

1. Now you see me lay the book on the table.
2. I laid the book there last week.
3. He has laid all of the books on the table.
4. Look at the little girl laying stones on the walk.

1. I laid that paper there. Let it lie there until I come home.
2. I have laid five letters on the table, and now I lay another there.
3. When I lay down last night, I laid my watch on the dresser.
4. At ten o'clock I laid the paper down, and then I lay down to sleep.
5. I laid that book there a long time ago, and it has lain there ever since.
6. Lay the child down, and let him lie there to sleep.
7. He lay there all day yesterday; but now he is up, and he is laying those cards on the window-sill.

LESSON XXIX

POSITIVE AND COMPARATIVE FORMS OF ADJECTIVES

tall	short	good	heavy	long
taller	shorter	better	heavier	longer

1. There are two men at the end of the table. John is the taller of the two.

2. Let the taller one sit at the end of the table, and the shorter one sit at the side of the table.
3. Those two books are both good, but the little one is the better of the two.
4. They put two stones on the table.
The one on this corner is the heavier.
5. Give him the longer of those two pencils, and put the shorter one on the window-sill.
6. Let her have the better piece of cloth because she wants to make a good dress.
7. Those two coats are both good, but I like the shorter one better than the longer one.
8. James is the taller of those two men, but Henry is the heavier.
9. The older of those two men is the better prepared to do his work. If you can, take the older one to do your work.
10. The softer piece of cloth is the better, and it will make a better coat.
11. There are two pencils on the table. Give me the longer one and put the shorter one into the shorter box.
12. Yesterday I had two pencils. I lost the longer one, and now I write with the shorter one.

13. I have written two papers. The one that I wrote last is the better.
14. He wants a longer and heavier piece of string to tie the larger package and a shorter and lighter piece to tie the smaller package.

LESSON XXX

THE USE OF SUPERLATIVES

tall	short	good	heavy	long
taller	shorter	better	heavier	longer
tallest	shortest	best	heaviest	longest

1. Of all the men in this room, Harry is the tallest, and William is the shortest.
2. There are three books on the table, but this one is the best.
3. This box is the heaviest and longest that I have.
4. Here is a full box of pens. The longest pen is the best. You may take it, and I shall take the shortest.
5. You may have the longest and heaviest piece of wire, and I shall take the shortest and lightest piece.
6. Guy has grown much taller and heavier than he was. Now he is the tallest and heaviest one of the family.
7. I knew him best of all the family, and I like him better than I like his brother.

8. We want to know the shortest and best way to go, because we want to go in a shorter time than we went before.
9. He is known as the best workman in the shop. He is even more skillful than some of those who have been there longer than he has. He is also the quickest workman there, and he can do his work in the shortest time.

LESSON XXXI

MORE

MOST

1. These flowers are more beautiful than those that I had last week.
2. Those are the most beautiful flowers that I have seen in this part of the country.
3. John told the most interesting story that I have heard for a long time. Let him tell it to you some day.
4. In her work Mary is more thorough than Jane, but Jane is quicker than Mary.
5. She did her work more carefully to-day than she did it last week. She will soon learn to be a most careful worker.
6. Harry is more economical than Thomas, but William is the most economical of the family.

7. John Smith thought that if he should take a more northern route than Columbus took, he could find a passage to the Indies.
8. That is the most horrible accident that has happened on the railroad for a long time. It is even more horrible than the one that occurred at the crossing last year.
9. At the dinner the other night they spoke about that man who came in just now. He has been most successful in his business, and he is one of the most able men in the organization.

LESSON XXXII

WHOM

to whom	for whom	with whom
from whom	about whom	by whom

1. To whom shall I go for work?
I do not know to whom to go for work.
2. For whom do you work?
That is the man for whom I work.
3. With whom did you come to school?
There is the man with whom I came.
4. From whom did he buy his house?
He did not tell me from whom he bought his house.
5. About whom were they talking?
I do not know about whom they were talking.

6. By whom was that book written?
I shall see by whom it was written.
7. I do not know for whom he works, but I do know
with whom he lives.
8. He does not know to whom to apply for work, and
he does not know from whom to get advice about
it.
9. They asked by whom that fine house was built, and
to whom it now belongs; and if it is for rent,
from whom it can be rented.

LESSON XXXIII

CONTRACTIONS AND NEGATIVE SENTENCES

haven't: have not

aren't: are not

isn't: is not

weren't: were not

don't: do not

hadn't: had not

didn't: did not

NO

NONE

ANY

There is no book there.

There is not any book there.

There isn't any book there.

There is none there.

NOTHING

ANYTHING

There is nothing in the box.

There is not anything in the box.

There isn't anything in the box.

NOBODY

ANYBODY

There is nobody in that room.

There is not anybody in that room.

There isn't anybody in that room.

1. I have no pens.

I have not any pens.

I haven't any pens.

2. I have nothing in my hand.

I have not anything in my hand.

I haven't anything in my hand.

3. They said nothing about it.

They did not say anything about it.

They didn't say anything about it.

4. I can do nothing for you.

I cannot do anything for you.

I can't do anything for you.

5. I told him nothing.

I did not tell him anything.

I didn't tell him anything.

NOTE.—Teach contractions, but discourage their use for a time. Especially, discourage the use of "can't." Observation shows that until beginners have learned to stress the final consonant, their utterances of *can't* (with a weakened *t*) are apt to be mistaken for *can*. Urge them to use *cannot* in business.

LESSON XXXIV

WHEN, WHERE, WHILE, DURING

1. When I came in, you were sitting at the table writing a letter.

2. Where you are going, the garden is full of the most beautiful flowers.
3. While you were writing, I was reading an interesting story about the early settlers of America.
4. During the night he does the most important work that is to be done in the factory.
5. When I heard that Mr. Panos was coming to this country, I wrote him a letter asking him to come here.
6. While I was standing on the corner talking to one of my friends, James came along and asked us to go to the theater with him.
7. During Columbus's voyage the sailors became discouraged and wanted to go back to Europe.
8. I have read that when Captain Smith and his band of men were in Virginia, they almost starved to death.
9. The French people once occupied the place where Pittsburgh now stands, and the Dutch people once occupied the place where New York now stands.
10. Sometimes the Indians made their most brutal attacks upon the colonists while they were worshipping in church.
11. When they come we shall go into the meeting and stay while they sing the beautiful songs.

12. During the week that my cousin visits me, ~~some~~ time when we are all at home, come and spend the day with us.

LESSON XXXV

ADJECTIVES AND ADVERBS

ADJECTIVES

extravagant
careful
successful
abundant
kind
thoughtful
thankful
grateful
economical
quick
slow
prompt
immediate
cheerful
hasty

ADVERBS

extravagantly
carefully
successfully
abundantly
kindly
thoughtfully
thankfully
gratefully
economically
quickly
slowly
promptly
immediately
cheerfully
hastily

1. He is a slow and careful worker.
He works slowly and carefully.
2. Jim is a successful writer.
Jim writes successfully.
3. They have an abundant supply.
They are abundantly supplied.

4. Is this spelling correct?
Do I spell correctly?
5. Did you make an exact copy?
Did you copy this exactly?
6. The growth of the corn was rapid.
The corn grew rapidly.
7. They were earnest students.
They study earnestly.
8. John laughed a merry laugh.
John laughed merrily.

LESSON XXXVI

WHAT

THAT

1. This is what you want.
This is the box that you want.
2. I gave him what he wanted.
I gave him the paper that he wanted.
3. We shall see what they are doing.
We shall see the work that they do.
4. I have told them what John said.
I have told them everything that John said.
5. They know what you want.
They know the box that you want.

6. They make what you see on the table.
They made the dresses that you saw on the table.
7. I do not understand what you say. The words
that you use are too difficult for me.
8. We knew all the people that were there, but we
did not know what they were talking about.
9. This is the best pencil in the box. It is the one
that I want to use to-day.
10. He has told me everything that I needed to know,
and he seemed to know just what was necessary
to finish the work.
11. We want you to learn all that you can here, and
we want you to learn what you learn well.

LESSON XXXVII

IMPERSONAL USE OF IT, IT AS AN EXPLETIVE

IMPERSONAL

1. It is blowing and raining very hard.
2. It is half past five o'clock, and it is time to go home.
3. It was thawing when I came in.
4. It behooves me to go to work, if I finish before
six o'clock.

5. It is very dark these nights.
6. It is moderating a little now.
7. It has been freezing all day.
8. It is too soon to go to the train.

EXPLETIVE

1. It is an easy word to understand.
2. It was a pleasure to see those pictures.
3. It will be impossible to forget that lesson.
4. It is a good thing to have that knowledge.
5. It proved very difficult to find out the truth.
6. It was a disappointment to me not to see you there.
7. It is easier to see the faults of others than to recognize our own faults.

LESSON XXXVIII

ACTIVE AND PASSIVE VOICE

1. Active voice: I give this book to you.
Passive voice: This book is given to you by me.
Active voice: I gave this book to you.
Passive voice: This book was given to you by me.

2. Active voice: He tells a story to me.
Passive voice: A story is told to me by him.
Active voice: He told a story to me.
Passive voice: A story was told to me by him.
3. Active voice: She puts the box on the table.
Passive voice: The box is put on the table by her.
Active voice: She put the box on the table.
Passive voice: The box was put on the table by her.
4. Active voice: They lay their books on the table.
Passive voice: Their books are laid on the table by them.
Active voice: They laid their books on the table.
Passive voice: Their books were laid on the table by them.

Note that the passive voice is formed by using the verb *be* as an auxiliary and the past participle of the verb as the principal verb.

LESSON XXXIX

IDIOMATIC USE AND OMISSION OF **To**

1. Give the book to me.
Give me the book.
2. Give those nails to them.
Give them those nails.
3. Tell the story to them.
Tell them the story.
4. Bring the pens to us.
Bring us the pens.

5. Gather some flowers for me.

Gather me some flowers.

After may, can, must, might, could, would, and should, *to* is not used.

1. I may come to-morrow.

I can write my name.

He must learn his lesson.

He might tell you.

I could do it for you.

She would not go.

I should give her one.

2. I may go to-day, but I shall not go to-morrow.

He can get it to-day, but he cannot get it to-morrow.

I must do my work now because I cannot do it next week.

He might come this afternoon, but he will not come this forenoon.

I could show you my house, but I cannot show you her house.

I should enjoy reading a good book if I could get one.

If you would permit me, I should give you one.

LESSON XL

RELATIVE PRONOUNS

WHO, WHICH, THAT, AS, WHAT

Nominative	who	which
Possessive	whose	whose
Objective	whom	which

WHO

1. I do not know the man who came in just now.
2. It was I who told you to go.
3. It is I who am using your pencil.
4. Give paper to those who need it.
5. That is the tree whose branches were broken.
6. The men whom you paid will come to-morrow.
7. I live with the friend whom you met yesterday.
8. John Smith, who is my friend, lives here.

WHICH

1. Get the same book which you read yesterday.
2. This hat, which I bought at Kaufmann's, is a good hat.
3. The horse which stands at the corner belongs to a policeman.
4. That is the box which contains the chalk.

THAT

1. The boat that Columbus sailed in was small.
2. All that you tell me is true.
3. There was no one there that I knew.

4. Let me use the same book that I used yesterday.

AS

1. Did you ever hear such fine music as that?
2. Your book is the same as mine.

WHAT

1. What I tell you is true.
2. He always does what he is told to do.
3. I have studied what was assigned to me.
4. I have learned much from what you have given us.

LESSON XLI

VERBAL NOUNS IN *-ing*

1. Walking is good exercise.
2. We enjoyed her singing.
3. Talking to him is useless.
4. Speaking about it is unnecessary.
5. This is a pleasant evening for rowing on the lake.
6. Seeing is believing.
7. She understands cooking.

8. He is afraid of falling.

VERBAL NOUNS IN *-ing* USED AS ADJECTIVES.

1. This sleeping car is new.
2. The folding chair is useful.
3. A lying man is not to be trusted.
4. Spending-money is scarce.
5. Grumbling people are not pleasant.
6. Washing machines save labor.
7. A crying child ran down the street.
8. A smiling child looked at me.

LESSON XLII

PAST PARTICIPLES USED AS ADJECTIVES

INFINITIVES USED AS NOUNS

PAST PARTICIPLES USED AS ADJECTIVES

1. There is a broken pen on the table.
2. There is a written record of that event.
3. You have his spoken word for it.
4. A closed box is on the table.

5. A burnt match was on the floor.
6. The encouraged sailors went on.
7. Those frightened children went home.
8. An educated person likes to read.
9. That knitted jacket is warm.

INFINITIVES USED AS NOUNS

1. To secure a seat was impossible.
2. To sing well requires practice.
3. His delight is to travel.
4. My wish is to see you immediately.
5. To decide was to act.
6. He has but one aim in life, to succeed.
7. I give you this choice,—to buy, to rent, or to build
8. It is easy to understand you.
9. It will be impossible to forget.

LESSON XLIII

WORDS, PHRASES, AND CLAUSES USED AS MODIFIERS

wise (word modifier)
of wisdom (phrase modifier)
who is wise (clause modifier)

- | | | |
|-------------------|--|-------------|
| 1. A wise man | | was wanted. |
| A man of wisdom | | |
| A man who is wise | | |

A wise man was wanted.
 A man of wisdom was wanted.
 A man who is wise was wanted.

- | | | |
|-----------------------|--|-----------------|
| 2. An angry person | | speaks hastily. |
| A person in anger | | |
| A person who is angry | | |

An angry person speaks hastily.
 A person in anger speaks hastily.
 A person who is angry speaks hastily.

- | | |
|---------------|-------------------------------|
| 3. I received | an interesting letter. |
| | a letter of interest. |
| | a letter that is interesting. |

I received an interesting letter.
 I received a letter of interest.
 I received a letter that was interesting.

LESSON XLIV

COGNATE OBJECTS

A cognate object repeats the verb idea in noun form.

1. I shall drink a cool drink of water.
2. He sang a song.
3. She lived a life of usefulness.

4. The child dreamed a frightful dream.
5. He promised a solemn promise.
6. James laughed a merry laugh.
7. She sleeps a sound sleep.
8. I shall light the light at seven.
9. I breathed a long breath of fresh air.
10. He called a loud call.
11. She gave a beautiful gift.
12. He shot a straight shot.
13. They fight a hard fight.
14. I cut a deep cut in my hand.
15. He died a noble death.
16. It rained a heavy rain.
17. It snowed a light snow last night.
18. He ordered a big order of goods.
19. I shall drive a long drive into the country.

LESSON XLV

PHRASES HAVING THE OFFICE OF PREPOSITIONS

1. according to
I did this work according to directions.

2. because of
They did not come because of the rain.
3. in place of
Use this paper in place of that.
4. from under
Take that book from under the box.
5. in addition to
I want a pen in addition to a pencil.
6. in case of
In case of fire we can use the fire-escapes.
7. with regard to
He is telling me something with regard to the management of the club.
8. in spite of
I got it in spite of his objections.
9. by way of
I shall go by way of the lake.
10. in front of
It stands in front of the house.
11. for the sake of
I shall do it for the sake of my father.
12. round about
They went in such a round about way.
13. in opposition to
He did all that he could in opposition to their idea.

LESSON XLVI

DERIVATIVES

PRODUCE, PRODUCER, PRODUCT, PRODUCTIVE
UNPRODUCTIVE, PRODUCTION

1. This land does not produce well.
2. This man is a producer of cotton.
3. Cotton is the leading product of this region.
4. This land is very productive.
5. This land is unproductive.
6. There was a large production of cotton last year.

FORTUNE, FORTUNATE, UNFORTUNATE, FORTUNATELY,
UNFORTUNATELY, MISFORTUNE

1. He received a fortune in money.
2. He was a fortunate man to receive the money.
3. He was unfortunate not to receive the money.
4. Fortunately, he received the money.
5. Unfortunately, he did not receive the money.
6. It was a misfortune for him to lose the money.

SAVE, SAFE, UNSAFE, SAFETY, SAFELY

1. The fireman will save the lives of the people.

2. The people are all safe now.
3. That bridge is unsafe.
4. They are in places of safety.
5. They were all taken safely across the river.

USE, UNUSED, MISUSED, USEFUL, USELESS.

USE (noun), USEFULNESS

1. I never use this machine.
2. I put the unused pencils into the box.
3. He has misused the machine, and it is broken.
4. This machine is useful.
5. That machine is useless to us.
6. Of what use are those machines?
7. I know of the usefulness of this machine.

ABLE, UNABLE, DISABLE, ENABLE, ABILITY, DISABILITY

1. I am not able to write well yet.
2. I am unable to do it.
3. That accident will disable him for work.
4. That will enable you to do it.
5. He has not the ability to do it.
6. He was paid money because of disability to do his work.

CHANGE, CHANGEABLE, UNCHANGED
EXCHANGE, INTERCHANGE

1. I want to change my coat before I go.
2. This weather is changeable.
3. The price remains unchanged.
4. I shall exchange these shoes for larger ones.
5. They will interchange the pieces of that machine.

LESSON XLVII

SOME IDIOMATIC EXPRESSIONS

The learner will acquire the precise meanings (exact shades of meaning) from use; he will find in the parentheses indications of the meanings, more or less accurate, that will serve for the time being.

1. after awhile (in a short time)
I shall go after awhile.
2. all at once (suddenly)
All at once the rain began to fall.
3. before long (soon)
He will come before long.
4. break up (stop)
They will break up the meeting
5. bring about (to cause to be)
They brought about an agreement.

6. blind to (ignorant of)
I am not blind to their actions.
7. close at hand (near)
I keep my dictionary close at hand.
8. come about (happen)
How did it come about?
9. come by (obtain or get)
How did he come by all that money?
10. come on (advance)
The work is coming on well.
11. do without (dispense with)
I shall do without my lunch to-day.
12. find out (learn)
I cannot find out who did it.
13. get away (escape)
The thief tried to get away.
14. get up (arise)
I shall get up at six o'clock.
15. get through (finish)
I must get through with my work soon.
16. get to (arrive)
They will get to the city to-morrow.
17. get behind (become tardy)
He is getting behind with his lessons.
18. go against (oppose)
I shall not go against his wishes.

19. going on (happening)
What is going on in the street?
20. good deal (much)
He has a good deal of money.
21. hardly enough (insufficient)
He has hardly enough money to pay for it.
22. hold back (delay)
The rain will hold back the work.
23. more or less (approximately)
There are ten, more or less.
24. out and out (entire)
It was an out and out failure.
25. on foot (walking)
They came on foot.
26. on foot (in existence)
There is a movement on foot to stop that nuisance.
27. once in a while (occasionally)
I go there once in a while.
28. put by (save)
He has put by some money.
29. put off (postpone)
The meeting is put off until to-morrow.
30. put out (expel)
He was put out of the club.
31. put out (extinguish)
The fire was quickly put out.

32. put through (complete)
They put through much work to-day.
33. put up (offer for sale)
It was put up at a low price.
34. put up (preserve)
I put up some fruit to-day.
35. put up with (endure)
I cannot put up with that noise.
36. pour in (come in great numbers)
The people came pouring in at five o'clock.
37. run after (pursue)
The policeman ran after the thief.
38. run away (flee)
The child ran away from home.
39. run across (encounter)
Where did you run across that book?
40. run out (come to an end)
The supplies have run out.
41. run on (continue)
Do not let the debt run on.
42. run up (increase)
The price has run up.
43. see about (attend to)
Let us see about that business.
44. set forth (start)
They set forth on their journey in October.

45. shook his head (a negative answer)
When I asked her, she shook her head.
46. used to be (was)
I used to be a pupil there.
47. upside down (inverted)
That picture is upside down.
48. wait on (serve)
The salesman will wait on you.
49. well to do (thrifty)
They are well to do people.
50. write out (write in complete form)
Write out your name in full.

LESSON XLVIII

CHARACTERISTIC VERBS

The wind blows.	The birds fly.
The wind howls.	The birds chirp.
The wind falls.	The bird sings.
The clouds fly.	The dog barks.
The clouds scatter.	The dog howls.
The rain falls.	The cat mews.
The rain pours.	The cat purrs.
The rain beats down.	The cow lows.
The thunder roars.	The horse neighs.
The sun rises.	The clock ticks.
The sun shines.	The clock strikes.
The sun sets.	The clock runs.
The moon shines.	The flag waves.
The stars twinkle.	The flag flies.
The street car runs.	The hinge creaks.

The telephone line runs across the lot.
The railroad runs in front of the house.
The river runs down the mountain side.

LESSON XLIX

A BUSINESS LETTER

504 Grant St.,
Pittsburgh, Pa.,
June 20, 1921.

Messrs. Solomon and Swartz,
316 Smithfield St.,
Pittsburgh, Pa.

Dear Sirs:—In the Pittsburgh Sun of June 19 I read your advertisement inquiring for a Greek man to act as salesman and interpreter at your store. I am twenty-four years old, and I can read, write, and speak both Greek and English. I should like to talk with you about the position. Please let me know when I may come to see you.

Yours very truly,
Emanuel Demos.

ENVELOPE

Emanuel Demos,
504 Grant St.,
Pittsburgh, Pa.

Messrs. Solomon & Swartz,
316 Smithfield St.,
Pittsburgh, Pa.

PART THREE

LESSON I

THE DOG AND HIS SHADOW.

A dog had a piece of meat in his mouth, and he was carrying it home to eat it in peace. On his way he had to cross a plank lying across a brook. As he crossed, he looked down and saw his shadow in the water beneath. He thought it was another dog with another piece of meat, and he made up his mind to have that also. So he snapped at the shadow in the water; but as he opened his mouth, the piece of meat dropped into the water and was never seen again.

Beware lest you lose the substance by grasping at the shadow.

LESSON II

THE CROW AND THE PITCHER

A crow found a pitcher with some water in it, but there was so little that she could not reach it with her beak. In a short time she found a plan. She dropped pebbles into the water one by one, and with each pebble the water rose higher and higher until at last the water reached the brim, and the crow was able to quench her thirst.

Necessity is the mother of invention.

LESSON III

A FATHER AND HIS SONS

A man had several sons that were always quarrelling with one another. The father tried, but he could

not get them to live together in peace and harmony. So he determined to convince them of their folly by bidding them to bring a bundle of sticks. He invited each in turn to break the bundle of sticks across his knee. All tried and failed, and then he untied the bundle and handed them the sticks one by one. They had no difficulty at all in breaking them. "There, my boys," said he, "united you will be more than a match for your enemies; but if you quarrel and separate, your weakness will cause you to fail."

In union there is strength.

LESSON IV

HERCULES AND THE WAGONER

A wagoner was once driving a heavy load along a muddy road. At last he came to a part of the road where the wheels sank half way into the mud, and the more the horses pulled the deeper the wheels sank. The wagoner threw down the whip and knelt down to pray to Hercules. "O Hercules, help me in this hour of trouble," said he. But Hercules appeared to him and said, "Tut tut, man, do not sprawl there. Get up and put your shoulder to the wheel. The Gods will help them that help themselves."

The Gods help them that help themselves.

LESSON V

THE FOX AND THE CROW

A fox saw a crow fly off with a piece of cheese in its beak and settle on the branch of a tree. "That

is for me," said Master Fox, and he walked up to the foot of the tree. "Good day, Mistress Crow," said he, "how well you look to-day; how glossy your feathers and how bright your eye! I am sure that your voice must surpass that of all other birds. Let me hear but one song from you that I may greet you as Queen of Birds." The crow lifted up her head and began to caw her best; but the moment she opened her mouth, the piece of cheese fell to the ground and was snapped up by Master Fox. "That will do," said he, "that is all that I wanted."

Do not trust flatterers.

LESSON VI

THE NORTH WIND AND THE SUN

A dispute arose between the North Wind and the Sun, each claiming that he was stronger than the other. At last they agreed to try their powers upon a traveler to see which could soonest make him take off his coat. The North Wind made the first trial, and gathering up all his forces for the attack, he came whirling furiously down upon the man. He caught up the man's coat as though he would tear it from him by one single effort. The harder the Wind blew the more closely the man drew his coat around him.

Then came the turn of the Sun. At first he beamed gently upon the traveler, who soon unbuttoned his coat and walked on with it hanging loosely about his shoulders. The Sun then shone forth in his full strength; and the man, before he had gone many steps, was glad to take off his coat and finish his journey more lightly dressed.

Persuasion is better than force.

LESSON VII

THE MAN, THE BOY, AND THE DONKEY

A man and his son and their donkey were once going to market. As they passed along the road, they met a countryman who said, "You fools, why do you not ride? Of what use is the donkey but to ride?" The man put the boy on the donkey and they traveled on; and in a short time they met a group of men. One of them said, "Look at that lazy boy. He rides and lets his tired father walk." Then the father told the boy to walk and let him ride, and again they went on their way. But next they met a group of women, and one of them said, "What a lazy man, to ride and let that little boy walk." The father did not know what to do; so he put the boy before him on the donkey and they both rode on. By and by they came to a town where the people began to jeer at them. The father asked them why they jeered. The man said, "Why do you overload the little donkey in that way?"

The man and the boy both got off and tried to think of another plan. At last they cut down a pole. They tied the donkey's feet together and hung him on the pole; then they raised the pole to their shoulders and went on, carrying the donkey. All who met them laughed, but they continued on their way until they came to a bridge, when the donkey kicked out and caused the boy to drop his end of the pole. Then the donkey fell over the bridge into the water and was drowned. "That will teach you a lesson," said an old man who had followed them. "Try to please all and you please no one."

LESSON VIII

BUYING A SUIT

Salesman: Have you been waited on?

Customer: No, I have not; but I should like to look at suits of clothes.

Salesman: Come this way, please. About what price?

Customer: Show me a suit for about forty-five dollars.

Salesman: Do you want a dark suit or a light one?

Customer: I want a brown suit.

Salesman: Brown is stylish this season. Here is a nice suit. Try it on to get the size.

Customer: The color is too light. Show me a better suit in darker brown.

Salesman: Here is a dark brown one. It is the best for the money that we have in the store.

Customer: I like that one. Let me try it on.

Salesman: It looks well. How does it feel?

Customer: The coat is a little tight, and the sleeves are too short. Let me try a size larger.

Salesman: All right, I have one a size larger. Try this.

Customer: I like this one; it is very comfortable.
What is the price of it?

Salesman: It is fifty-seven fifty, reduced from sixty-five. It is made of fine quality of cloth, and it will give you good service.

Customer: I will take it. Can you send it out to-day?

Salesman: If you live in the city, I can send it out this afternoon. What is your name and the address, please?

Customer: John Miller, 4235 Penn Avenue.

Salesman: Cash or credit?

Customer: Cash.

Salesman: I shall send it out to-day. Good-by, come again.

Customer: Good-by.

LESSON IX

A CALL ON JAMES SOTOS

Last evening I went over to the other side of the city to call on my old friend, James Sotos. He was surprised to see me, because he did not know that I had arrived here from Europe. We talked and talked for a long time. He and I came from the same town, and we had been school-mates in our childhood; we therefore had many things in common.

He came here five years before I came, and if I had met him on the street, I should not have known him. He used to be tall and slender; but now he is so much heavier and so much jollier than he was when I knew him before. He told me of many amusing experiences that he had had shortly after he first came and before he had learned English.

On the second day after his arrival he went out to look around the city, and as he became interested, he walked on and on, turning up this street and down that. At last he became tired, and decided that he would go home; but when he had gone a few blocks, he found that he did not recognize any of the streets. There he was, lost in a big city. He could not pronounce distinctly either the name of his street or the number of his house; so he was unable to inquire the way. Finally he met a man who he thought looked like a fellow-countryman. He addressed him; and sure enough, the man was not only a fellow-countryman, but he was also a friend of James's brother.

James appreciated being taken home, and that night he decided that he would go to school to learn English. So here he is to-day, speaking the language well and doing a good business.

LESSON X

ECONOMY

Mr. Johnson received his pay to-day, and after settling his bills, made a payment on his house. He still had some money left with which to make a small deposit in his savings account. He said that he could save more money next month because he now has everything that he needs for awhile. Each month he makes a small deposit in the bank, and he says that it

is surprising how quickly one can save quite a sum.

I told Jack about Mr. Johnson's habit of saving money. I thought that I could persuade Jack to do likewise. He ought to save a little out of each month's pay, but here he is without a penny. He is inclined to spend all that he earns and more too. He is always in debt and always wanting to borrow from his friends. It is embarrassing to refuse him money. Some day he will regret this extravagance, I am sure. But he will not take advice from anyone. I think, however, that I shall try once more to persuade him to save, because I do want him to lay up a little for the future. I want him to feel as I do, that a penny saved is a penny earned.

LESSON XI

DIRECTIONS FOR FINDING ONE'S WAY

MR. JONES: Will you direct me to the nearest drug store, please?

POLICEMAN: Go up this street one block; turn to the right, and go one block; then turn to the left again. There you will find a drug store in the middle of the block, on the right side.

MR. WILLIAMS: Can you tell me where the post office is, please?

POLICEMAN: Yes sir. Go down this street three squares; then turn to your right and go one square. The post office is on the corner to your left.

MRS. WILLIAMS: Will you direct me to the Union Station, please?

POLICEMAN: It is a long walk, Madam. Take car No. 44, and tell the conductor to let you off at the Union Station.

MRS. ROSE: Where are children's hats, please?

FLOOR-WALKER: On the fifth floor, Madam. Take the elevator at the rear of the second aisle to the right.

LESSON XII

RENTING A ROOM

I am going down town to-night to look at a room. I saw a sign in the window of a nice looking house on the street below, and I want to go before the room is taken by some one else. It may be taken before to-morrow. Good-by; I shall return in a few minutes.

LANDLADY: How do you do?

MR. SMITH: How do you do? I came to look at your rooms. I saw the sign in the window as I passed this morning.

LANDLADY: Come in, and I shall show them to you. I have one on the second floor and one on the third. Here is the small one; the one on the third floor is larger than this.

MR. SMITH: This one does not have enough windows for me; I like plenty of air and plenty of light in my room. Show me the other one, please.

LANDLADY: Let us go to the third floor; the room there is much larger and has three large windows.

Mr. Smith: What a nice clean looking room! I like this large closet too. What is the price of this room?

Landlady: This room is fifteen dollars a month, payable in advance; two dollars a month extra during December, January, and February, because of the additional expense of heating and lighting.

Mr. Smith: This room suits me; I shall take it. When may I come in?

Landlady: To-morrow, if you wish.

Mr. Smith: I shall be here to-morrow evening. Good-by.

Landlady: Good-by, the room will be ready for you when you come.

Here I am, back home again. I have just rented a better room than I have had since I came to this place. It is a large room on the third floor of the house at the corner of Wheeling and Ninth Streets. It has three large windows, two of which overlook the park. The wall paper is neat and clean, and the room is furnished in good taste. I am going to move in to-morrow night. Come down with me and see for yourself how cozy it is.

LESSON XIII

JOHN VANOS

John Vanos came to this country eight or ten years ago. He came alone, and when he had been here a short time, he became established in business; then he sent for his wife and two children, a boy and a girl. Now they live in a nice home on Fifth Avenue, and they all speak the English language very well. Mr. Vanos went to night school for awhile after he first came, and when he knew the language pretty well, he began business. When Mrs. Vanos and the children came, the children were sent to the public schools, and Mr. Vanos took his wife to the same night school in which he had been taught.

Now Mr. Vanos has one of the largest and best grocery stores on Penn Avenue. Before he came to this country, he was a fruit dealer, and he had had some experience as a store keeper. He has a large trade here, and people like to deal at his store. They say that he keeps the best and freshest vegetables that can be bought in the city, and that his prices are entirely satisfactory. His customers can always rely absolutely upon what he says. He delivers promptly, and that, too, pleases the people.

His daughter is thirteen, and she is to be given a good education. She will not only be given a college education, but she will be given a thorough course at the Musical Institute. His son is now sixteen, and he will soon graduate from the high school, and will then go to college. After his graduation there, he expects to become a partner in his father's business. It will be a great advantage to the son to take up a business that is so well established. Both Mr. and Mrs. Vanos have worked hard; but it is a great satisfaction to them to know that they have been able to provide so well for their children.

LESSON XIV

FAMILIAR QUOTATIONS

1. Never put off until to-morrow what you can do to-day.
2. Lost time is never found again.
3. Honesty is the best policy.
4. Look before you leap.
5. Haste makes waste.
6. Rome was not built in a day.
7. An idle brain is the devil's workshop.
8. Diligence is the mother of good fortune.
9. Procrastination is the thief of time.
10. Do unto others as you would have others do unto you.
11. A good name is rather to be chosen than great riches.
12. Happy is the man who lives content with his lot.
13. It takes a long time to bring excellence to maturity.
14. If you have knowledge, let others light their candles at it.
15. Experience keeps a dear school, but fools will learn in no other.

16. If at first you don't succeed, try and try again.
17. If you abolish confidence between man and man, every human bond of union is broken.
18. The measure of a man's life is the well spending of it, and not its length.
19. Silver and gold are not the only coin; virtue, too, passes current all the world over.
20. God grants liberty to those who love it and are always ready to guard and defend it.
21. Liberty without obedience is confusion; obedience without liberty is slavery.
22. Labor to keep alive in your breast that little spark of celestial fire,—conscience.
23. Let us have faith that right makes might; and in that faith let us to the end dare to do our duty as we understand it.
24. Let every man be occupied, and occupied in the highest employment of which his nature is capable, and die with the consciousness that he has done his best.

LESSON XV

CHRISTOPHER COLUMBUS

Christopher Columbus, the discoverer of America, was born in Genoa, a seaport of Italy, about 1430. His father was a wool-comber; but Christopher did not

like that kind of life, and while still quite a boy, he decided to become a sailor. His father sent him to school until he was fourteen years old. Then he went to sea where he could learn seamanship.

At that time the life of a sailor was full of adventure and danger; so Columbus had many exciting experiences. Once during a battle with a vessel off the coast of Portugal, he was compelled to leave his boat and swim to shore a long distance away. He afterward lived in Portugal a number of years, and while there, he married the daughter of a sea captain. For some time he earned his living, partly by making sea voyages and partly by drawing maps and selling them.

At that time the merchants of Europe had an extensive trade with India; but there was no short and safe route of travel. Columbus had given much time to the study of the earth, its size, its form, and the locations of the different countries on it. He believed that the earth was a sphere, and that by sailing westward from Europe he could find a water route to India. Finally he decided to make a trial voyage. He went here and there in Portugal seeking help. But people did not think his ideas were sensible; so they refused him assistance.

He then went to Spain. After waiting a long time, King Ferdinand and Queen Isabella agreed to help him. At last they equipped three small vessels, and Columbus and his sailors set sail on their voyage across the Atlantic. They left the port of Palos, Spain, on August 3, 1492, and on Friday October 12, landed on an island a short distance from what now is Florida. This island they named San Salvador. They took possession of it for the king and queen of Spain.

LESSON XVI

HENRY HUDSON

Henry Hudson, an English navigator who had won some distinction by making daring voyages, was employed by a company of Dutch merchants and was sent out on a voyage of discovery around the northern coast of Europe for the purpose of finding a passage to China. Hudson and his party set sail from the port of Amsterdam in 1609, and as directed by the Dutch Company, went toward the northeast. They sailed on and on through fog and ice until they became discouraged, when they turned around and sailed for America. Hudson was a friend of the great Captain John Smith, who had made a voyage to America, and had told him about it, and had given him maps showing routes of travel across the Atlantic. Hudson and his sailors finally reached the coast near the Chesapeake Bay; but on account of stormy weather they did not land. Instead, they sailed northward along the coast until they came to the mouth of a large river. They entered this river and sailed up its course for several days; but they saw nothing of a way that might lead to China. However, they met some Indians along the river, and Hudson saw that a profitable business in fur trading might be started with them. With nothing more accomplished, they returned to Amsterdam leaving the name Hudson for the newly discovered river.

Soon after Hudson returned and gave a report of his trip, some Dutch merchants sent men to establish trading stations along the Hudson River where merchants might trade in furs with the Indians. In 1623 several trading stations were established, and some forts were built. The Dutch now felt that they had possession of a part of America, and they named

their land New Netherlands. It was decided to buy from the Indians, the large island at the mouth of the Hudson River and build a strong fort on it. This island, then called Manhattan, having an area of fourteen thousand acres, was bought for twenty-four dollars, and on it a fort was built and named New Amsterdam. The Dutch predicted that at this place some time in the future would be the largest city in America. It is said that in 1643 eighteen different languages were spoken on the Island of Manhattan, and that in 1664 the population had grown to fifteen hundred.

The English claimed this land, held by the Dutch, because the Cabots had discovered it and had taken possession of it for England. King Charles had been watching the progress of the Dutch colony, and one day in 1664 some English vessels appeared at the mouth of the Hudson River and demanded that New Netherlands be given up to them. Because they had not the strength to hold out against the English, the Dutch had to surrender their colony. When the English got possession of New Netherlands they changed its name to New York. They also changed the name of New Amsterdam to New York.

The prediction of the Dutch, that here at the mouth of this great river sometime would stand the largest city in America, did come true. New York has become the largest city in America; and to-day it is one of the busiest ports in all the world.

The year after Hudson discovered the great river, now called the Hudson River, he set out on another voyage of discovery. This time he sailed in a north-western direction from Europe in the hope of finding a passage through the northern part of America. On the way a dispute arose between Hudson and his sailors, and Hudson was put into a little boat and set adrift on the waters of the bay that now bears his name. Nothing afterward was ever heard of him.

LESSON XVII

THE PILGRIMS

The Pilgrims were people of England who objected to the form of worship used in the Church of England. King James punished all who refused to worship according to the form of the English Church and to give money to its support. So objectionable was this to some of his subjects that they left the country and went to Holland in search of religious freedom. But they were not long satisfied with the change. There they were not permitted to own land; and then too they did not want their children to grow up and become Dutch-speaking people. They wanted above all things to remain English; so, dissatisfied in Holland, they soon returned to England with the idea of coming to America. Here in the wilderness they hoped to establish homes for themselves and to be free from restraint of religious faith and worship.

With the thought of a new England in America, founded upon their own ideals of religious and civil rights, they had the courage to leave their native land and to cross the broad Atlantic. In that little sailing vessel, the Mayflower, came to America some of the sturdiest people that England ever produced. They were independent, industrious, God-fearing. Some of them were also learned.

Their departure from England marks a period in history.

Toward the last of November in 1620 this company of about a hundred persons with Captain Miles Standish as their leader landed on Cape Cod, not far from where Boston now is. Just before the men of the party left the vessel, they gathered together and signed a compact, by which they agreed among themselves to form a colony that should be governed by

just and equal laws, established from time to time by common consent.

A short time after landing they found a suitable place to live and about Christmas began to cut trees and build houses. Winter came on, and they were not prepared for its hardships. Many of them became ill, and about half their number died. But the survivors were not the kind to give up; they were not easily discouraged by hardships.

In the spring and summer following that dreadful winter their crops grew, and the colony prospered. They made friends with the Indians and feared no hostilities from them. They felt sure also that at last they had found the land that they had hoped for so long. In the fall they decided to have a great feast and to unite in giving thanks to God for the many blessings they had received. They invited the Indians also to meet with them, and all sat down together—the first Thanksgiving Day in America.

These people who came in the Mayflower, as well as others like them who came afterward, had much to do with determining the character of the new nation. Of the Pilgrims, a great Englishman has said, "God sifted a whole nation that he might send choice grain into the wilderness."

LESSON XVIII

BENJAMIN FRANKLIN

Benjamin Franklin was a native of Boston. He was born in 1706. His father was a poor man who earned the living for a large family by making soap and candles. Benjamin was sent to school until he was ten years old; then he had to stop and go into

his father's factory and help make candles. He did not like this kind of work; and because he was a studious boy, his father put him to work in a printing office that was conducted by James Franklin, one of Benjamin's brothers. These two brothers did not get along well together; so Benjamin left and went to Philadelphia.

With but one dollar in his pocket, he reached the city, and in a few days found work in a printing office. Although only seventeen years of age, he already had some knowledge of printing, and was able to do satisfactory work in a strange office.

He continued to study; and by and by got a printing press of his own, and edited and printed the best newspaper in the colonies. He also published an almanac that became widely known for the wise proverbs it contained. Among them were these: "If you want a thing well done, do it yourself," and "Diligence is the mother of good luck." Although a busy man, he found time for study all his life. From one of his scientific experiments he became famous all over the world. By means of a kite he discovered that lightning and electricity were the same.

But Franklin's achievements were not confined to scientific pursuits and matters of general culture. He did much to promote the welfare of his city; he organized the first fire company; he started the first library; he helped to build the first academy—now the University of Pennsylvania.

His influence spread even further than his own colony. He gave valuable assistance in conducting the political affairs of other colonies as well. At one time he was postmaster-general of all the colonies. On several occasions he went to Europe as the agent of his own colony or of others. When the colonies decided to become independent of England, Franklin helped to draft the Declaration of Independence.

During the Revolution, when upwards of seventy years of age, he went to France as agent for the colonies and procured for them funds with which to pay the soldiers. He helped to make the treaty which ended the war. Afterwards, although eighty-one years old, he took a foremost part in framing the Constitution of the United States in 1787. He died three years later at the age of eighty-four.

LESSON XIX

GEORGE WASHINGTON

George Washington, the first president of the United States, was born on a plantation in Virginia, on February 22, 1732. At the death of his father, George, who was then only eleven years old, was left along with his brothers and sisters in the care of his mother. He went to a little country school, where he learned to read and to do sums in arithmetic. He was a good student and a great favorite with his playmates.

Lawrence Washington, George's eldest brother, had married a Miss Fairfax, whose father lived in Virginia and was a relative of Lord Fairfax, a rich land owner of the colony. When George was fourteen years of age, Lawrence took him to visit Lord Fairfax. This old man of sixty took a liking to George, and they became great friends. Lord Fairfax had been told that people were settling on his land, a hundred miles or so west of the Blue Ridge Mountains. Washington was then sixteen, and had some knowledge of surveying; so Fairfax employed him to go over the mountains and measure the land and establish the boundary lines. Washington did his work so well that the Governor of Virginia afterward employed him as public surveyor for the colony.

A little later the French tried to establish themselves west of the Allegheny Mountains, and they began to build forts along the rivers. The Governor of Virginia gave Washington, who was then twenty-one years old, the military title of major, and sent him to order the French to leave this territory. The entire distance there and back was about a thousand miles. Washington, accompanied by one white man and several friendly Indians as guides, had to pass through thick forests and across mountains and broad rivers full of floating ice. Then too, many of the Indians in the region that Washington and his men passed through had allied themselves with the French to fight against the English. Washington was a strong, brave young man, and he made his way safely to the French headquarters. He informed the French commander of the object of his visit, but the French refused to leave. When the answer was brought back to the Governor of Virginia, Washington was made colonel and sent out with an army of one hundred and fifty men to drive the French from the territory near the junction of the Allegheny and Monongahela rivers. At first the English were defeated. But this war, called the French and Indian War, lasted several years, and resulted in the English getting possession of the land from the Atlantic to the Mississippi River.

A few years later the American colonies had a war with England. The war was begun by the colonists, chiefly because of certain grievances about taxes, and was brought on by the acts of George III, Mr. Grenville, and Lord North. It lasted eight years and resulted in the independence of the colonies.

Shortly after the war ended the people of all the colonies formed a new nation, preserving the colonies, however, as independent states for certain functions of government. By common consent they selected George Washington to be the first president, recog-

nizing him as pre-eminent among his fellow-countrymen, as well as relying still on his hand to guide them in their new venture in government.

The verdict of his fellow-countrymen has been approved by the judgment of history. He was, indeed, as Henry Lee said of him at the time of his death, "First in war, first in peace, and first in the hearts of his countrymen."

LESSON XX

ABRAHAM LINCOLN

Abraham Lincoln was the sixteenth president of the United States. He was born in Hardin County, Kentucky, on February 12, 1809. His father was a poor pioneer, who had a small piece of barren land in the backwoods. When Abe was seven years old the family moved to Indiana. Here also the land was uncultivated, and Lincoln's father had to clear the lot where their new home was to be. He cut the trees and made the logs out of which he built a crude dwelling. Winter came on before the cabin was finished, and the Lincoln family was compelled to live through the cold months with only three sides of the cabin enclosed. By the next winter they had built a better house, which they furnished with new furniture hewn from rough logs, and when they moved into this new home they were more comfortable than they had ever been before. The hardships of pioneer life, however, were too much for Lincoln's mother, who died soon after they had moved into their new home. To little Abe this was a great sorrow—a sorrow that he felt as long as he lived. It was also a great loss to

him. His loss was in part made up to him from the fact that his father married soon again, and his new mother was a kind woman, who took a great interest in Abe and helped him make the best of his limited opportunities. Lincoln went to school at intervals from his eighth year to his fifteenth year. The total amount of schooling which he received was less than a year.

It was necessary for him to earn his living at a very early age. When only eight years old he is said to have cut the fire-wood that was used in their cabin; and from that time on, to have worked in the forest, at first helping to cut logs, and afterwards splitting rails. This work he did for neighbors in order that he might earn money.

Corn and other products of that region were at that time taken to market by flat-boat down the Ohio and Mississippi rivers to New Orleans. Lincoln was employed by a neighbor to go on one of these voyages, two thousand miles by flat-boat. On the trip he had many wonderful experiences. Once while at New Orleans he saw negro slaves bought and sold at public auction in the market place. This sight made a profound impression on him, which he never forgot.

When he returned home, the family moved to Illinois. Here again they had to build a log cabin. Soon after their arrival Lincoln became the village postmaster. His duties did not occupy all of his time; so he began the study of law. It is said that he walked a distance of twenty miles to borrow law books from a friend. By and by he practised law. He was by nature sympathetic, earnest, and sincere, as well as honest in his dealings. He was also ambitious and a natural leader, masterful, though unobtrusive.

From a very early age he won general confidence and respect. In the practice of law he had great success as an advocate. At twenty-five he was elected to the state legislature. It is said that when he went into office he walked to the capitol, because he was too poor to hire a horse. He was a member of the legislature for eight years. A little later he represented his district in Congress for a term. A short time after that he became a candidate for United States senator against Stephen A. Douglas, by whom he was defeated. During the campaign the candidates held a series of memorable debates, in which they discussed the slavery question.

Lincoln was elected president of the United States in 1860. His election was received throughout the South with general disappointment and dismay, because the people there thought that Lincoln would oppose the holding of slaves by the people of any state. Soon the southern states tried to secede, and the great Civil War was on. It began in 1861, and in 1862 Lincoln issued the Emancipation Proclamation, by which he set free all the slaves held within any state that was in rebellion against the United States. The war ended in April 1865, and it was Lincoln's efforts more than anyone else's that saved the nation.

About the time the war ended, Lincoln was shot at the theater by an assassin. He died the next morning, and his body was laid to rest in Springfield, Illinois. After the burial service the Second Inaugural Address was read over his grave; and as Lord Charnwood says in his biography of Lincoln, what better words than his own could have been chosen to honor one who 'with malice toward none, with charity for all, with firmness in the right, as God gave him to see the right, had striven on to finish the work he was in.'

LESSON XXI

PRESIDENT LINCOLN'S LETTER TO MRS. BIXBY

A SPECIMEN OF PERFECT ENGLISH

Executive Mansion,
Washington, Nov. 21, 1864.

To Mrs. Bixby, Boston, Mass.

Dear Madam:

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any word of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering you the consolation that may be found in the thanks of the republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully.

A. LINCOLN.

LESSON XXII

PREAMBLE TO THE CONSTITUTION OF THE
UNITED STATES

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America.

AMERICA

My country, 'tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride,
From ev'ry mountain side,
Let freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our father's God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light,
Protect us by Thy might,
Great God, our King.

STAR SPANGLED BANNER

Oh, say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleam-
ing?

Whose broad stripes and bright stars, thro' the peril-
ous fight,

O'er the ramparts we watched were so gallantly
streaming?

And the rockets red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.

Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?

Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream:

'Tis the star-spangled banner: oh, long may it wave
O'er the land of the free and the home of the brave?

Oh, thus be it e'er when free men shall stand
Between their loved homes and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued
land

Praise the Pow'r that has made and preserved us a
nation!

Then conquer we must, when our cause it is just;
And this be our motto: "In God is our trust!"

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

APPENDIX

NUMERALS

<i>Roman Notation</i>	<i>Arabic Notation</i>		<i>Ordinals</i>
I.	1	one	1st first
II.	2	two	2nd second
III.	3	three	3rd third
IV.	4	four	4th fourth
V.	5	five	5th fifth
VI.	6	six	6th sixth
VII.	7	seven	7th seventh
VIII.	8	eight	8th eighth
IX.	9	nine	9th ninth
X.	10	ten	10th tenth
XI.	11	eleven	11th eleventh
XII.	12	twelve	12th twelfth
XIII.	13	thirteen	13th thirteenth
XIV.	14	fourteen	14th fourteenth
XV.	15	fifteen	15th fifteenth
XVI.	16	sixteen	16th sixteenth
XVII.	17	seventeen	17th seventeenth
XVIII.	18	eighteen	18th eighteenth
XIX.	19	nineteen	19th nineteenth
XX.	20	twenty	20th twentieth
XXI.	21	twenty-one	21st twenty-first
XXX.	30	thirty	30th thirtieth
XL.	40	forty	40th fortieth
L.	50	fifty	50th fiftieth
LX.	60	sixty	60th sixtieth
LXX.	70	seventy	70th seventieth
LXXX.	80	eighty	80th eightieth
XC.	90	ninety	90th ninetieth
C.	100	one hundred	100th one hundredth
D.	500	five hundred	500th five hundredth
M.	1000	one thousand	1000th one thousandth
MM.	2000	two thousand	2000th two thousandth
V̄.	5000	five thousand	5000th five thousandth

NUMERICAL EXPRESSIONS AND SIGNS

I. ADDITION

Two plus three equals five.

$$2 + 3 = 5$$

Problem in addition:—

2	4	6	addend
4	6	8	addend
2	3	4	addend
9	4	8	sum or amount

II. SUBTRACTION

Ten minus six equals four.

$$10 - 6 = 4$$

Problem in subtraction:—

7	5	3	minuend
4	3	2	subtrahend
3	2	1	difference or remainder.

III. MULTIPLICATION

Four multiplied by two equals eight.

$$4 \times 2 = 8$$

Problem in multiplication:—

2	4	5	3	multiplicand	
		2	3	multiplier	
		7	3	5	9
	4	9	0	6	
5	6	4	1	9	product

IV. DIVISION

Ten divided by two equals five.

$$10 \div 2 = 5$$

SHORT DIVISION

Divisor 6) 1 2 3 4 2 dividend

2 0 5 7 quotient

LONG DIVISION

		2 5 0 2	quotient
Divisor	2 5)	6 2 5 5 2	dividend
		5 0	
		1 2 5	
		1 2 5	
		5 2	
		5 0	
		2	remainder

COMMON FRACTIONS

One (1) is a unit or a whole number.

One half ($\frac{1}{2}$) is a fractional part of a thing.

1. One half plus one half equals one.

$$\frac{1}{2} + \frac{1}{2} = 1$$

2. One fourth plus one fourth plus one fourth plus one fourth equals one.

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$$

3. One half of twenty is ten.

$$\frac{1}{2} \text{ of } 20 = 10$$

4. One third of fifteen equals five.

$$\frac{1}{3} \text{ of } 15 = 5$$

5. One fourth of eight equals two.

$$\frac{1}{4} \text{ of } 8 = 2$$

6. Two fourths of eight equals four.

$$\frac{2}{4} \text{ of } 8 = 4$$

7. Three fourths of eight equals six.

$$\frac{3}{4} \text{ of } 8 = 6$$

$1\frac{1}{2}$ is a mixed number.

$$\begin{array}{l} 1 \text{ numerator} \\ 2 \text{ denominator} \end{array}$$

DECIMAL FRACTIONS

.1	1/10	one tenth
.01	1/100	one hundredth
.001	1/1000	one thousandth
.0001	1/10000	one ten-thousandth
.00001	1/100000	one hundred-thousandth
1.1		one and one tenth
10.01		ten and one hundredth
100.001		one hundred and one thousandth
1000.0001		one thousand and one ten-thousandth
10000.00001		ten thousand and one hundred-thousandth
1000000.000001		one million and one millionth

COMMON WEIGHTS AND MEASURES

LONG MEASURE TABLE

12 inches (in.)	1 foot (ft.).
3 feet	1 yard (yd.).
16½ feet	1 rod (rd.).
320 rods	1 mile (mi.).
5280 feet	1 mile.

SQUARE MEASURE TABLE

144 square inches (sq. in.)	1 square foot (sq. ft.).
9 square feet	1 square yard (sq.yd.).
30¼ square yards, or	
272¼ square feet	1 square rod (sq.rd.).
160 square rods	1 acre (A.).
640 acres	1 square mile (sq. m.).

CUBIC MEASURE TABLE

1728 cubic inches (cu. in.)	1 cubic foot (cu. ft.).
27 cubic feet	1 cubic yard (cu. yd.).

DRY MEASURE TABLE

2 pints (pt.)	1 quart (qt.).
8 quarts	1 peck (pk.).
4 pecks	1 bushel (bu.).

LIQUID MEASURE TABLE

4 gills (gi.)	1 pint.
2 pints	1 quart (qt.).
4 quarts	1 gallon (gal.).

AVOIRDUPOIS WEIGHT TABLE

16 ounces (oz.)	1 pound (lb.).
100 pounds	1 hundredweight (cwt.).
20 hundredweight	1 ton (T.).

ADJECTIVES AND ADVERBS OF IRREGULAR
COMPARISON

ADJECTIVES

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad (evil, ill)	worse	worst
far	farther	farthest
good	better	best
late	later, latter	last
well (in health)	better	
little	less, lesser	least
much, many	more	most

ADVERBS

far	farther	farthest
forth	further	furthest

ill	worse	worst
badly	worse	worst
well	better	best
late	later	latest
little	less	least
much	more	most

PERSONAL PRONOUNS

THE PRONOUN OF THE FIRST PERSON: *I*

<i>Singular Number</i>	<i>Plural Number</i>
------------------------	----------------------

Nominative Case	I	we
Possessive Case	my or mine	our or ours
Objective Case	me	us

THE PRONOUN OF THE SECOND PERSON: *you*

<i>Singular Number</i>	<i>Plural Number</i>
------------------------	----------------------

Nominative Case	you	you
Possessive Case	your or yours	your or yours
Objective Case	you	you

THE PRONOUN OF THE THIRD PERSON: *he, she, it*

<i>Singular Number</i>			<i>Plural Number</i>
<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>all genders</i>

Nom.	he	she	it	they
Poss.	his	her or hers	its	their or theirs
Obj.	him	her	it	them

PRINCIPAL PARTS AND CONJUGATION OF THE VERB WRITE

Pres.—write, Past—wrote, Past Part.—written

INDICATIVE MOOD

PRESENT TENSE

Singular Number

1. I write
2. You write
3. He writes

Plural Number

- We write
You write
They write

PAST TENSE

1. I wrote
2. You wrote
3. He wrote

- We wrote
You wrote
They wrote

FUTURE TENSE

1. I shall write
2. You will write
3. He will write

- We shall write
You will write
They will write

PRESENT PERFECT TENSE

1. I have written
2. You have written
3. He has written

- We have written
You have written
They have written

PAST PERFECT TENSE

1. I had written
2. You had written
3. He had written

- We had written
You had written
They had written

FUTURE PERFECT TENSE

1. I shall have written
2. You will have written
3. He will have written

- We shall have written
You will have written
They will have written

PRINCIPAL PARTS AND CONJUGATION
OF THE VERB TO BE.

Present—am, Past—was, Present Participle—
being, Past Participle—been

INDICATIVE MOOD

PRESENT TENSE

<i>Singular Number</i>	<i>Plural Number</i>
1. I am	We are
2. You are	You are
3. He is	They are

PAST TENSE

1. I was	We were
2. You were	You were
3. He was	They were

FUTURE TENSE

1. I shall be	We shall be
2. You will be	You will be
3. He will be	They will be

PERFECT (OR PRESENT PERFECT) TENSE

1. I have been	We have been
2. You have been	You have been
3. He has been	They have been

PLUPERFECT (OR PAST PERFECT) TENSE

1. I had been	We had been
2. You had been	You had been
3. He had been	They had been

FUTURE PERFECT TENSE

- | | |
|-----------------------|---------------------|
| 1. I shall have been | We shall have been |
| 2. You will have been | You will have been |
| 3. He will have been | They will have been |

LIST OF VERBS

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
am	was	been	being
arise	arose	arisen	arising
awake	awoke, awaked	awaked	awaking
bear	bore	borne, born	bearing
beat	beat	beaten	beating
begin	began	begun	beginning
behold	beheld	beheld	beholding
bend	bent	bent	bending
beseech	besought	besought	beseeking
bet	bet	bet	betting
bid	bade	bidden	bidding
bind	bound	bound	binding
bite	bit	bitten	biting
bleed	bled	bled	bleeding
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
build	built	built	building
burn	burned, burnt	burned, burnt	burning
burst	burst	burst	bursting
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
cling	clung	clung	clinging
come	came	come	coming
cost	cost	cost	costing
creep	crept	crept	creeping
cut	cut	cut	cutting

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
dare	dared	dared	daring
deal	dealt	dealt	dealing
dig	dug	dug	digging
do	did	done	doing
draw	drew	drawn	drawing
dream	dreamed, dreamt	dreamed, dreamt	dreaming
dress	dressed	dressed	dressing
drink	drank	drunk	drinking
drive	drove	driven	driving
dwell	dwelt	dwelt	dwelling
eat	ate	eaten	eating
fall	fell	fallen	falling
feed	fed	fed	feeding
feel	felt	felt	feeling
fight	fought	fought	fighting
find	found	found	finding
flee	fled	fled	fleeing
fling	flung	flung	flinging
fly	flew	flown	flying
forget	forgot	forgotten	forgetting
forsake	forsook	forsaken	forsaking
freeze	froze	frozen	freezing
get	got	got	getting
give	gave	given	giving
go	went	gone	going
grind	ground	ground	grinding
grow	grew	grown	growing
hang	hung, hanged	hung, hanged	hanging
have	had	had	having
hear	heard	heard	hearing
hew	hewed	hewn	hewing
hide	hid	hidden	hiding
hold	held	held	holding
hurt	hurt	hurt	hurting

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
keep	kept	kept	keeping
kneel	kneeled, knelt	kneeled, knelt	kneeling
knit	knit, knitted	knit, knitted	knitting
know	knew	known	knowing
lay	laid	laid	laying
lead	led	led	leading
learn	learned, learnt	learned, learnt	learning
leave	left	left	leaving
lend	lent	lent	lending
let	let	let	letting
lie (recline)	lay	lain	lying
lie (to tell a falsehood)	lied	lied	lying
light	lighted, lit	lighted, lit	lighting
lose	lost	lost	losing
make	made	made	making
mean	meant	meant	meaning
meet	met	met	meeting
pay	paid	paid	paying
put	put	put	putting
quit	quit	quit	quitting
read	read	read	reading
rid	rid	rid	ridding
ride	rode	ridden	riding
ring	rang	rung	ringing
rise	rose	risen	rising
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
seek	sought	sought	seeking
sell	sold	sold	selling
send	sent	sent	sending
set	set	set	setting
sew	sewed	sewed, sewn	sewing

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
shake	shook	shaken	shaking
shave	shaved	shaved	shaving
shed	shed	shed	shedding
shine	shone	shone	shining
shoot	shot	shot	shooting
show	showed	shown	showing
shrink	shrank	shrunk	shrinking
shut	shut	shut	shutting
sing	sang	sung	singing
sink	sank	sunk	sinking
sit	sat	sat	sitting
slay	slew	slain	slaying
sleep	slept	slept	sleeping
slide	slid	slid, slidden	sliding
sling	slung	slung	slinging
smell	smelled, smelt	smelled, smelt	smelling
sow	sowed	sowed, sown	sowing
speak	spoke	spoken	speaking
spell	spelled, spelt	spelled, spelt	spelling
spend	spent	spent	spending
spill	spilled, spilt	spilled, spilt	spilling
spin	spun	spun	spinning
spit	spit	spit	spitting
split	split	split	splitting
spoil	spoiled, spoilt	spoiled, spoilt	spoiling
spread	spread	spread	spreading
spring	sprang	sprung	springing
stand	stood	stood	standing
stay	stayed	stayed	staying
steal	stole	stolen	stealing
stick	stuck	stuck	sticking
sting	stung	stung	stinging
stink	stunk	stunk	stinking
strew	strewed	strewn	strewing

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
strike	struck	struck	striking
string	strung	strung	stringing
strive	strove	striven	striving
swear	swore	sworn	swearing
sweat	sweated, sweat	sweated, sweat	sweating
sweep	swept	swept	sweeping
swell	swelled	swelled, swollen	swelling
swim	swam	swum	swimming
take	took	taken	taking
teach	taught	taught	teaching
tear	tore	torn	tearing
tell	told	told	telling
think	thought	thought	thinking
thrive	throve, thrived	thriven, thrived	thriving
thrust	thrust	thrust	thrusting
tread	trod	trodden	treading
wake	woke, waked	woke, waked	waking
wear	wore	worn	wearing
weave	wove	woven	weaving
wed	wedded	wedded	wedding
win	won	won	winning
wind	wound	wound	winding
wring	wrung	wrung	wringing
write	wrote	written	writing

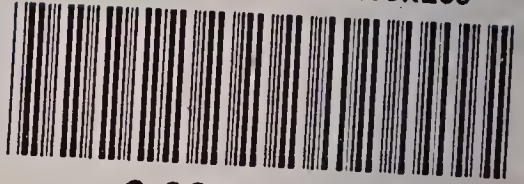
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